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ABSTRACT

This manual consists of guidelines, resources, and instructional materials for use in developing and implementing an early career awareness program for kindergarten through sixth grade students. The guide, which is based on an early career awareness program that was implemented at Nantucket Elementary School in Massachusetts, deals with the following topics: looking into student activities (introducing the world of work, using the self-directed search, using drama to foster self-awareness, and organizing a career day); looking into teacher involvement (introducing teachers to career awareness, conducting a career awareness workshop, sample lesson plans, and career games); and looking into parent participation (parent involvement and programs for parents). Appended to the manual are an annotated bibliography and a series of songs and skits for use in a self-directed career search. (MN)

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ED239040

Looking Into Future Experience

An Early Career Awareness Program Nantucket Elementary School, Massachusetts

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Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Patricia Roberts Harris, Secretary

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Jacqueline Smith

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Introduction

Looking Into Future Experience (LIFE) is an early career awareness program for kindergarten through sixth-grade students. The project was first undertaken at Nantucket Elementary School (NES) through a grant under the Women's Educational Equity Act Program. Although the following pages strongly reflect the uniqueness of the locale, the purpose of this manual is to show how a similar project can take place in your community. We have written these guidelines with the varying resources and technical capabilities of other communities in mind. We assume that in all cases there is one person able to direct the implementation of the program such as a teacher, a librarian, or an administrator. Because of our grant, we had the benefit of a half-time director. We hope that in following these guidelines, you will achieve as much success in your efforts to promote bias-free career awareness as we have here on Nantucket Island.

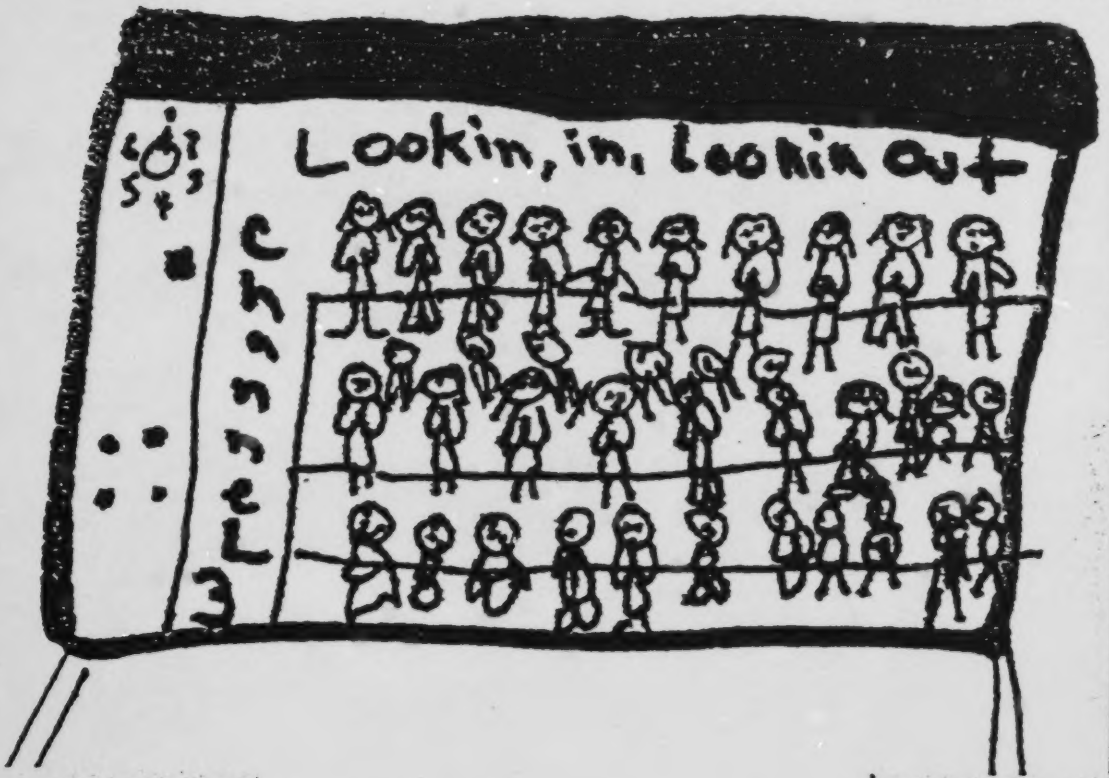
Our goal was to expose students to the wide range of careers in our society to help reduce sex-role stereotyping in career choice. To achieve this we worked directly with children, their teachers, and their parents. For these children, early career awareness became a celebration of their power to become whatever they want to be. For parents, it became a way of ensuring that their children would develop the right attitudinal base for the decisions they will face in later life. For teachers, early career awareness began as the isolated activity of one group and became a unifying force in the school.

The manual is divided into three sections, corresponding to these three areas of influence. The area of greatest concentration was the one upon which we had the most direct effect - the children themselves. We devoted a large part of our effort to either bringing workers from the community into the school or taking children out to interview workers at their job sites. The latter adapted itself quite readily to a fifth-grade activity. The opportunity to broadcast locally the videotapes of these interviews -- in the form of a weekly television show -- gave the program added dimension. Procedures for using videotape with children and for developing other types of audio-visual materials are set forth in section I. You will also find in this section instructions for organizing a Career Day and procedures for holding a Shadowing Day.

The section on teacher involvement describes the steps involved in planning a career awareness workshop for teachers. It includes activities that have been used successfully in the classroom and ideas for creating career games. The third section presents thoughts about parent involvement in career awareness, morning and evening programs for parents, and suggestions for forming a parent group.

The program can be used either in whole or in part. To ensure continuity and long-range effectiveness, we recommend using the entire program. We found that the participation of school and parents and the direct involvement of students was a powerful combination in the development of a successful career awareness program. What follows is an account of this experience and an invitation to make it your own.

I. Looking Into Student Activities



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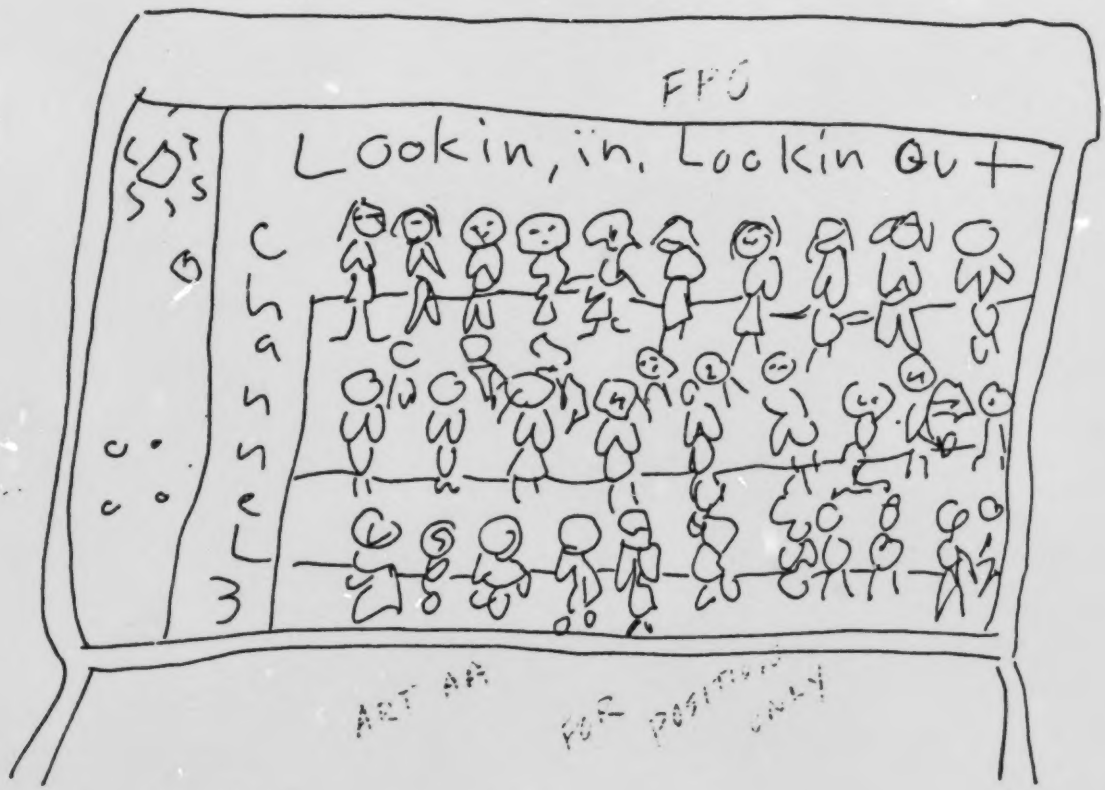
Introducing the World of Work

When defining the word "career" in a fifth-grade brainstorming session at NES, we were left with the impression of a tennis ball set loose at the top of Nantucket's main street, a cobblestoned hill. The mathematical possibilities of its course downward are astronomical. Whether it will ever get anywhere at all is unpredictable. Yet it sets off, bouncing from stone to stone ... each bounce and each stone affecting its new direction.

At NES, we set up structures and processes -- cobblestones -- for the students to bounce through. These structures were affected by professional judgments, close conference with classroom teachers, and the discipline of the work itself. They are designed to be most educational for students at the elementary level. We at NES hope we have set the tennis ball of career awareness bouncing for the children who participated in these activities.



BRINGING WORKERS TO THE SCHOOL

In every community there are interesting people performing unusual jobs. Our aim was to bring one such person to school each week for a period of at least eight weeks. By giving students the opportunity to talk with male and female workers from nontraditional careers, we hoped students would come to accept the notion of nontraditional work roles in our society. We also wanted to inform students about the range of existing occupations and to convey valuable information as to what each job is like. Students had many questions about even the most visible of jobs.

It takes special efforts to find men and women who perform nontraditional jobs. Word of mouth is usually the best source of information. Many teachers may suggest names of workers but it is best if one person makes all the arrangements for interviews. The initial contact can be made either by letter or by phone. In setting a time and date for the worker's visit to school, it is important to allow him or her complete flexibility.

The length of the visit will determine how much you can do. You should talk with each visiting worker ahead of time to find out how long he or she can spend at the school and to ask whether the person would feel most comfortable with a large or small group, using prepared remarks or simply answering questions. If the person can only spare an hour of his or her time and is willing to speak with large groups of students, it may be possible to have three twenty-minute sessions with as many as sixty students in each session. Workers who do not feel comfortable with so large an audience may prefer to speak with a small group of students who have prepared questions ahead of time. If a worker is able to spend as much as half a day talking with students, visits to individual classrooms will give maximum exposure and the most personal contact.

Depending on the length of the worker's visit and the number of students he or she is willing to talk to, your approach to the various classes will vary. When the worker is only able to stay an hour, it is best to post the schedule and allow anyone available at those times to attend. If individual classroom visits are possible but there are more classrooms than there are twenty-minute time slots, you will have to do what you can to make sure everyone has an equal chance to participate. We found teachers willing to make whatever accommodations were necessary to be involved in the program.

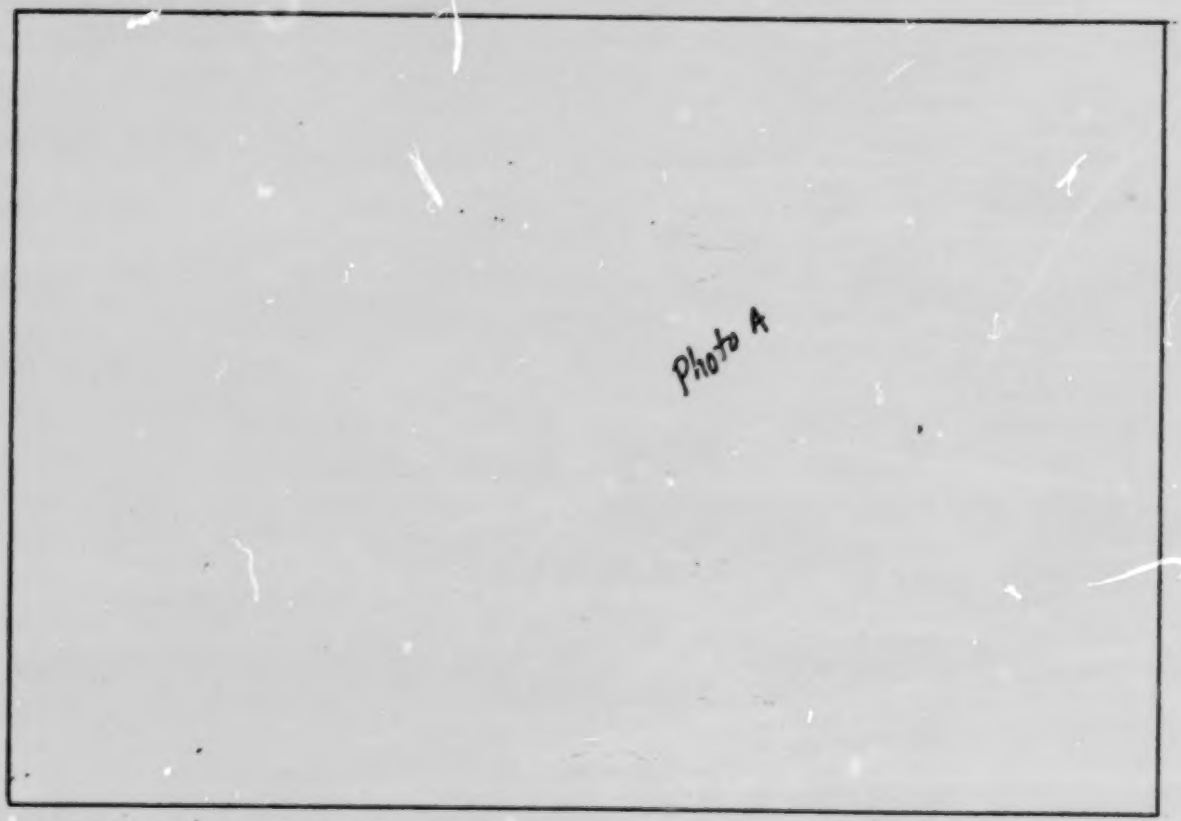
Workers generally began their visits with a brief job description. Students were so curious about adults and work that they normally barraged each visitor with questions and comments. Sometimes a worker would bring in "props" -- tools and other materials that gave insight into the particular job. The kinds of things that were most beneficial for students to hear about

Photo A

(page 7) 100%

were the activities involved in a typical day, the training and types of skills required by the job, and the person's own feelings about his or her work.

Among those who came to our school were a male nurse, a female carpenter, a male hairdresser, and a female pilot. Bringing workers from nontraditional careers in to talk with students exposed them to a wide range of occupational role models. Students showed an increased confidence in their ability to hold a wide range of occupations. It was a direct way of bringing the world of work to students.



A registered nurse shows students his badge.

INTERVIEWING COMMUNITY WORKERS

To take the students to the world of work, NES used two strategies: student interviews at various work sites, which were videotaped and broadcast locally; and "shadowing," in which students followed workers through a typical day at the work sites. This section describes the student interviewing activity.

At NES we called this activity Looking-In-Looking-Out. The idea was to create a "double" learning experience by using the school's videotape equipment to tape the interviews. As it turned out, our interviews were taped by the local cable TV station's camera crew, using their equipment (since our equipment was not compatible with theirs). The interviews were then broadcast locally once a week. Naturally this generated enormous excitement in everyone involved.

Although interviews are certainly educational in themselves, the added dimension of recording the event can increase your students' interest and "professionalism" significantly. While you may not be able to persuade a TV station to provide such a service to your program, you should be able to take advantage of audio-visual equipment through your school. This could mean simply a still camera and a tape recorder, the final result being a slide show. Other ways to adapt Looking-In-Looking-Out are described at the end of this section.

Getting Started

Looking-In-Looking-Out began with a conference between NES and the manager of Channel 3, or the Nantucket Broadcasting Company (NBC), the cablevision voice of our island community. The proposal was to do a 15-minute show weekly, with students interviewing community people who were representative of various careers. The station manager liked the idea, and we worked out the details then and there. We had to consider the school calendar in the scheduling, and we had to agree on a price per show.

To raise the money we decided to invite sponsors to pay the weekly fees. After an early show at the Inquirer and Mirror, Nantucket's weekly newspaper, the paper sponsored a large, impressive ad, full of student art work, which informed the public of our need for sponsors. From time to time we mentioned our need on the air, and at Christmas time we visited the Rotary Club with a slide show of our adventures. That was all we did to get financial help, but we probably should have done more. As it was, we were never secure about funding for "next week." We think that this is an area that could benefit from advance planning.

"Shared sponsorship will let more people share the learning experiences."

"on location" interviews with variety of businesses on Nantucket.

LOOKING IN LOOKING OUT

Tues. night & Wed. morning...right after the Channel 3 news.

It's a matter of LIFE. (looking into future experience).

...is a chance for the 5th graders of N.E.S. to experience career opportunities first hand---your sponsorship will provide the community imput needed to turn this pilot program into the successful educational experience the kids hope to obtain through your support, cooperation and involvement.

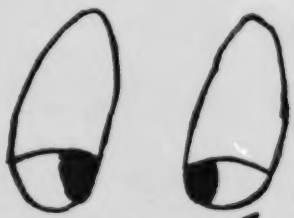
Won't you please help?

We need sponsors, only $75.00 per show

Buy two and we'll

do one about you.

If interested
Call
228-2853



Watch Channel 3

The question of which class to involve in this activity was easily resolved, based simply on the calendar. The fourth graders were to do a play for the whole school early in the year. The sixth graders were to do a final show, in May, and we wanted to schedule them for the shadowing activity, besides. That left the fifth graders.

We were called to account for this choice unexpectedly at a school committee meeting, by one who felt that ten-year-olds would be too young to pull it off. Our defense was that fifth graders have the maturity and responsibility to do a very fine job, and we weren't wrong. Judging from our experience, even fourth graders would not be too young for this venture.

First Session

After announcing the project, we spent a half-hour brainstorming session with each fifth-grade class on the meaning of the word "career." We checked various dictionaries. We talked about money, times of life, kinds of education. We considered several examples of careers on Nantucket and factors that change careers. The students had very animated discussions about whether elementary school is a career for them. The crux of their thinking was the element of choice...they seemed to feel that school could not be a career because they do not have a choice about being there.

The issue of choice is basic to any discussion of careers. It could form the basis for a number of questions used in interviewing workers. For example:

How did you choose your career?

Why did you choose to live here?

What type of education would you choose if you were starting out now?

How do you choose which activity to do first in a typical day?

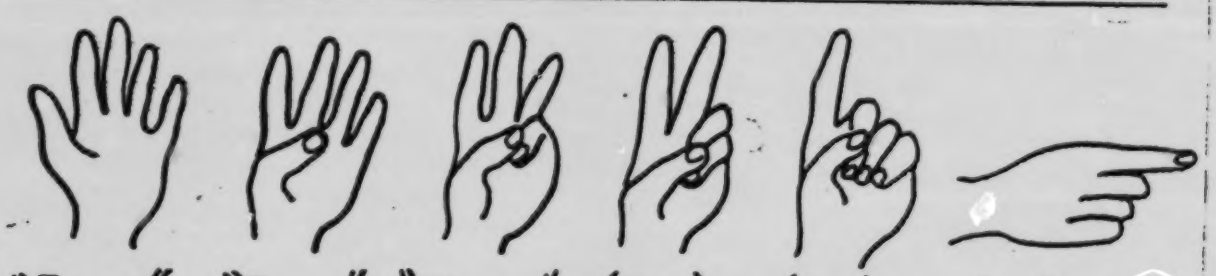
Second Session

To have each student experience the camera from both sides, we spent the second session handling the school's video equipment and learning how to use it. Even though we would not be doing our own taping, it was important for the students to understand the process. Once when the cameramen arrived late on the location and took twenty minutes to set up, the students were calm and accepted the delay, because they had already learned how much preparation is necessary. Learning about video

had an added advantage for these students. As television watchers, they were developing their ability to criticize commercial television production.

We then staged mock interviews in the classrooms. Everybody was interviewed, everybody was interviewer, and everybody was camera person. This developed into spontaneous, improvised interviews that were a lot of fun. The students did take-offs on the teachers, the President, and favorite personalities.

We used the countdown signal to cue, after making sure that both the camera person and the interviewers were ready. This last-minute human contact let us each know we cared about each other in our work. It also meant that the "director" (the teacher) had checked on last-minute problems. Then, with everyone at attention, the director loudly proclaimed, "Stand by" before beginning the actual countdown. "Five" and "Four" were spoken aloud, accompanied by five fingers, then four fingers. "Three" was mouthed but unspoken, and accompanied by three fingers and the click of the videocamera. "Two" and "One" were also silent, serving to give the camera person time to fade in and focus. Then the word "Go" was mouthed, with one finger pointed at the speaker. The students really enjoyed this procedure. It is used at Channel 3 with many variations, but the students always knew what to expect. When a student accidentally began talking too soon, for example, he or she stayed remarkably calm and waited for the count, and proceedings were not interrupted.



We ended the second session by brainstorming which questions to ask. This resulted in a basic interview, reprinted on the next page. It was meant to be (and was) used by each interviewer as a starting point. We thought it was the greatest interview ever when we first finished it. After a couple of shows it began to cloy, so we changed it a little. It was also useful as a worksheet for the students, and as a preview for potential interviewees.

INTERVIEW FORMAT

Introduce: self _____ at _____

with _____ who is _____

1. What other jobs have you had?
2. Do you like what you are doing?
3. How many years of schooling did it take?
4. What skills do you use in a typical day?
5. What are your responsibilities?
6. Are there special qualifications needed for this job?
7. Do you have some future plans?
8. How do you like working on Nantucket?

Permissions

Before getting down to the nitty gritty of selecting interview teams, we sent out a letter to the students' parents, with a permission slip at the bottom (see next page). It was important to have general permission in advance of the show, since some parents might not have wanted their children to appear on television. (Better to know in advance than to be surprised later!) We followed up with a specific slip for the transportation for each show (see below). These permission slips had the added effect of making sure the parents know about their child's work and of encouraging them to watch the show when it aired.

_____ has my permission to go to _____
(place)

on _____ to participate in the taping of the
(date)

television show Looking-In-Looking-Out.

signed _____

PERMISSION TO APPEAR ON TV

Dear Folks,

We have planned for this year a weekly TV show on Channel 3, to be done entirely by the fifth grade. The show will be called Looking-In-Looking-Out as in the past, but it will have a new look. The purpose will be to explore and share career opportunities in our community. We will do this by interviewing community members about their jobs. We plan twenty shows with two five-minute interviews on each. The shows will be aired on Tuesday evenings and Wednesday mornings, beginning Ocotber 16th. This will give the students a better understanding of the skills necessary for various occupations and will also help them learn responsible use of video and communication equipment.

We would like to have every student conduct an interview and all students appear on the show in the opening song. The interviews will be taped on location during school hours. The song will be taped once at the school and used all year.

Will you please fill out the following permission slip? If you have any questions, please let me know. Thank you very much.

_____
Director (or Coordinator)

.....

_____ has my permission to appear on the TV show Looking-In-Looking-Out, on Channel 3, _____.
date and time

_____ has my permission to work on the show but not to appear on TV.

I would be willing to be interviewed about my job.

signature of parent or guardian_____

Preparing the Interview Team

After the first two sessions, we worked weekly with a team of four students, selected with the help of the classroom teacher. Sometimes a student was selected for academic reasons, sometimes familial. The team was usually selected on a Friday. Then, if we were on schedule, we met with the students twice the next week before taping the show on Thursday.

At the first meeting we handed out permission slips (permission to go in my car to the location of the show). Then we'd talk generally about the business we would be looking into that week. We met in the library so we could grab all references on the subject. We encouraged discussion and tried to pick up the students' interests and build questions on them. We talked about the profession in historical perspective and touched on its future, considering ways sex-role stereotyping might be reduced. We also poked about for their personal sense of humor and encouraged them to make up jokes to use on the show.

Note: While it is easier to write pertinent questions and feed them to the students, it is more important to get them to go through the thinking process themselves. It is edifying and surprising sometimes to put the students on the spot and see what they come up with. And it is the real requirement here. Any interviewer must go through the process of eliciting information, which requires empathy, clear thinking, and imagination. Our achievement on this may have been elementary -- and indeed we needed to fill in a few gaps for the students -- but we did attempt to allow for that moment of truth for each student.

The second meeting was usually held a couple of days after the first. Often the students came to the second meeting with much clearer and more numerous ideas, making for a lively discussion. We would set up the format of the show, choose an introducer, settle on the questions, decide who would interview whom, if possible, and rehearse interviews on each other. We also rehearsed any bits of fact and humor we'd thought up.

It was helpful to remind students that they would be the hosts of the show, that it would be up to them to put other people at ease and to reassure them if they were nervous: "You know how you felt funny in front of the camera when we first started the show? Well, the people you'll be talking to are not as used to this as you are, and you may have to help them along." This tactic encouraged professionalism by acknowledging feelings and at the same time encouraging control of them. Discipline of this sort is a necessary part of TV production.

While the mock interviews were often filled with giggles and silliness, and sometimes shy voices that could not be heard, we never had these problems during real taping. The reality of the situation seemed to take care of that.

Photo B 100%

(page 15)

A fifth grader waits to interview an ivory carver.

Contacting Sponsors and Interviewees

Our first contact with the sponsors or interviewers was by telephone, sometimes followed up with a visit. First we would explain the purpose and philosophy of the show:

> Looking-In-Looking-Out exposes young students to the real world of work in the framework of a real responsibility -- hosting a TV show. They first

visit an actual work site, where they interview a worker about his or her job. The product of their efforts, the weekly show, has a real audience.

We try to choose interviewees from a wide variety of jobs in this locale, and are particularly interested in workers who are playing nontraditional roles. Girls and boys need to realize that their sex doesn't have to limit their career choice. We've touched upon the limits, so far. We have also seen the pattern of people working many jobs in their lifetime. And we have repeatedly had the answer to the question "What education do you need?" be anything but "College," per se.

We hope that this project has established a valuable information bridge between the students and their families and community. We feel that the show exposes the town to the high level of thought, quality of learning, and poise and concern of the youngsters. A large percentage of the viewing audience is comprised of shut-ins, old folks and grandparents, people who have long been cut off from the schools and the children. There are also those people who have no children in the schools for whatever reason, yet have control over the school because of their votes. We hope that this show can begin to negate the notion that "Kids have no respect."

The selection of business or professional interviewees was, of necessity, governed by the financial consideration. In general, the person who sponsored the show was featured on the show. We were able to do some shows "free" because of our grant, the generosity of the station manager, and a few sponsors who financed more than one show.

If the sponsor/interviewee expressed an interest in the show, we ran through the basic interview questions. It was important to get a sense of the person's style during the conversation, so that the student team could tailor its interview. At one end of the spectrum were people who might be termed "worldly, wise, and self-promoting -- yet insecure." Such people are apt to overtalk, and do best when the interview is highly structured. At the other end of the spectrum could be found Nantucket's norm: people who were polite and humble, rather shy, and a little nervous about the TV. These people often needed an interviewer who provided a lot of encouragement.

Nantucket has a tradition of women taking nontraditional roles. We had a pretty good cross section in the tapes. Any lack of occupational variety in our tapes reflects the lack here in our island economy. A roster of the shows appears on the next page.

SHOW ROSTER

1. Nantucket Elementary School: the new Superintendent of Schools, the art teacher, and the school nurse

2. The Barbara Cocker Art Gallery: the artist

3. Dog grooming shop: the owner

4. The Inquirer and Mirror: the editor-in-chief, the layout editor, and the photographer, who is also a pilot

5. Cobble Court Ivory Carvers: the owner and other artisans

6. Nantucket Broadcasting Company: Channel 3 personnel

7. Robert J. Miller, Hairdressers: a hairdresser and a cosmetician

8. The M.S.P.C.A.: a veterinarian, the manager, the receptionist

9. Harbor Fuel Co.: the president, the bookkeeper, the drivers

10. Schofield Brothers: the surveyors

11. Dr. Slavitz: the dental assistants, the office manager, the dentist

12. Nantucket Cottage Hospital: the administrator, the director of nursing, the physical therapist, the lab technician, the dietician-kitchen administrator

13. Nantucket Elementary School: the music teacher and the speech therapist (This show had a special section using American Sign Language in our song.)

14. Jared Coffin House: the innkeeper, the chef, and the maintenance manager

15. Marine Home Center: a coordinator of a community Solar Energy Show, the managers of the flower shop, the lumber and insulation sales department, and the greenhouse

16. Our Island Home: the administrator, the director of activities, and three of the people who live in the home

Photo C 100%

(page 18)

Setting Up the Show

It took about two hours per week to set up the show: who, when we could all be there, and what we would highlight, and so forth. After the first full-class training sessions, the show's director spent approximately 1½ to 2 hours with the "team" in preparation and then about 1½ hours on the day of taping itself, transportation included. That's a total of 5½ hours of the director's time for each show.

A fifth grader watches for the cameraperson's cue before beginning an interview with the photographer from the local newspaper.

Each week we took along the instamatic camera. One member of the team was responsible for it: flashbulbs, extra film, proper disposal of trash, and so on. Everybody could use it, though. We told the students to shoot "people doing things" and anything else that interested them. Very little film was unproductive. And the payoff was evident when the slides were shown. There is another payoff here: peer awareness.

On the day of the interview, the director would introduce interviewer and interviewee and then leave them alone to go over the questions and make last-minute changes. Sometimes there were only two people to interview. Sometimes there were eight. Sometimes all four students talked to one person, or one to four. Usually it was one to one. It is wise to offer students the option of working in pairs, in case anyone is too nervous.

Looking-In-Looking-Out always began and ended with the song reprinted on ~~the next~~ page. The song was written with student self-awareness in mind. The music teacher worked with the classes on it, and we taped it in its first version with the whole class sitting on bleachers in the gym, singing to piano accompaniment. The camera panned the students' faces so that everyone was on TV every week. Later the fifth graders came up with a second version, in which the students use American Sign Language gestures, accompanied by other students playing Orff instruments. When it was ready we taped it and put it on the show in place of the first version.

Conclusions

Looking-In-Looking-Out has been rewarding and successful in all ways. The students clamor for more. The parents are pleased. The viewing audience supports it and the TV station is welcoming us back next year. The business and professional people we've interviewed have been pleased and satisfied. We have had prints made of many of the slides, and the picture display in the hall gets a lot of attention from students of other grades as well as the participants themselves.

Notable response has come from the older people of our community. Grandparents have responded many times with appreciative attention. The director of Our Island Home wrote a letter to say how much the people there enjoy it.

The fifth graders now feel comfortable in television production. They are already doing more of it in other parts of their academic program. They are seeing television production as a possible career, and also using it as a window for looking into other careers.

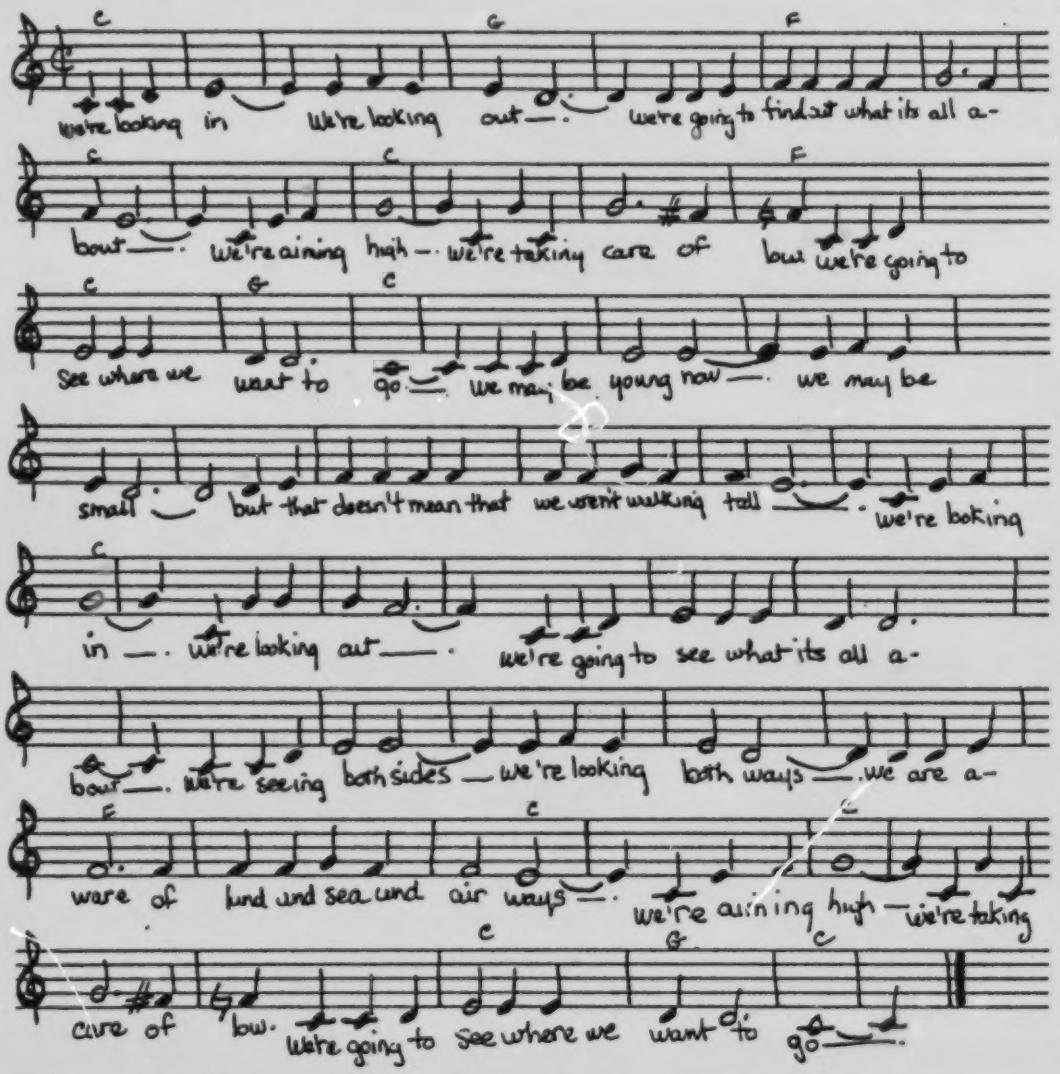
"LOOKING-IN-LOOKING-OUT"

C G F
We're looking in We're looking out — We're going to find out what its all a-
C C F
bout — We're aiming high — We're taking care of how we're going to
C G C
See where we want to go — We may be young now — we may be
small — but that doesn't mean that we aren't walking tall — We're looking
C
in — We're looking out — We're going to see what its all a-
bout — We're seeing both sides — we're looking both ways — we are a-
F C G C
ware of land and sea and air ways — We're aiming high — we're taking
C G C
care of how. We're going to see where we want to go —

Photo D 100%
(page 21)

Students learn the American Sign Language gestures for Looking-In-Looking-Out.

Ways to Adapt Looking-In-Looking-Out

A program like Looking-In-Looking-Out would be worth doing in just about any form, especially one that gets the students out into the working world and gives them a real responsibility with a real product.

a. Audio-cassette tape recorders and still picture cameras could culminate in a beautiful volume of photographs and transcribed bits of interviews.

b. A slide show could be another product. Teams could go out with volunteer chaperones to interview workers, take their pictures, and write down what they say. This might be done over several months, culminating in a major slide show with student commentary.

c. If transportation is the major obstacle, consider conducting the interviews in the school, recording them however you can. If possible, invite the local TV station to do a half-hour show. Have the whole class participate and invite in six or eight people to interview. Even a one-time effort is better than none.

PLANNING A SHADOWING DAY

Another way to introduce children to the world of work is by planning a Shadowing Day, in which students spend a school day "being the shadow" of a worker at his or her job site. Students can ask questions, learn skills, and test abilities while they explore their special career interests. Shadowing is an activity that normally takes place at the junior and senior high school levels. The following program is adapted to the needs and interests of sixth grade students.

Shadowing is also a chance for the school to interact meaningfully with the community. The response of Nantucket's working community was overwhelmingly positive. Many of our students were invited back to the job site to view some other phase of work there. In many cases the program led to a field trip or to a classroom visit by a special community worker. Shadowing gives students firsthand experience with the world of work as it broadens community support for the schools.

Getting Started

As coordinator, your first step in planning a Shadowing Day should be to obtain administrative approval. Next, you will need to compile a list of people who are willing to be shadowed. By writing a letter informing students' parents of the program, you may easily recruit a number of interested candidates. The letter should read something like the sample on the next page.

If possible, we recommend sending the letter home through the mail. That way you can expect about a ten percent rate of response. (When letters are sent home with the children, they can be lost or overlooked.)

A letter to the editor of the local newspaper may attract other persons interested in participating, especially if it is written by a sixth-grader. It should roughly follow this form:

To the Editor:

The 6th grade classes are going to start a project on career awareness. It is called "shadowing."

Shadowing is when a girl or boy "shadows" or follows someone around at his or her work for a day. The student learns what skills are required for that job. If you are interested in having someone shadow you, please call _____ at _____ School.

Sincerely,

_____
6th-grade student

ENLISTING PARENTS

Dear Parents:

Would you be willing to let a sixth-grade student be "your shadow" for one day at your job? Students in the sixth grade at _____ School are looking for people who can acquaint them with the world of work. If you would like more information on this program, please fill out the form below and return it to school with your child, or call _____.

Sincerely,

_____

Yes, I would like more information on shadowing.

Name _____

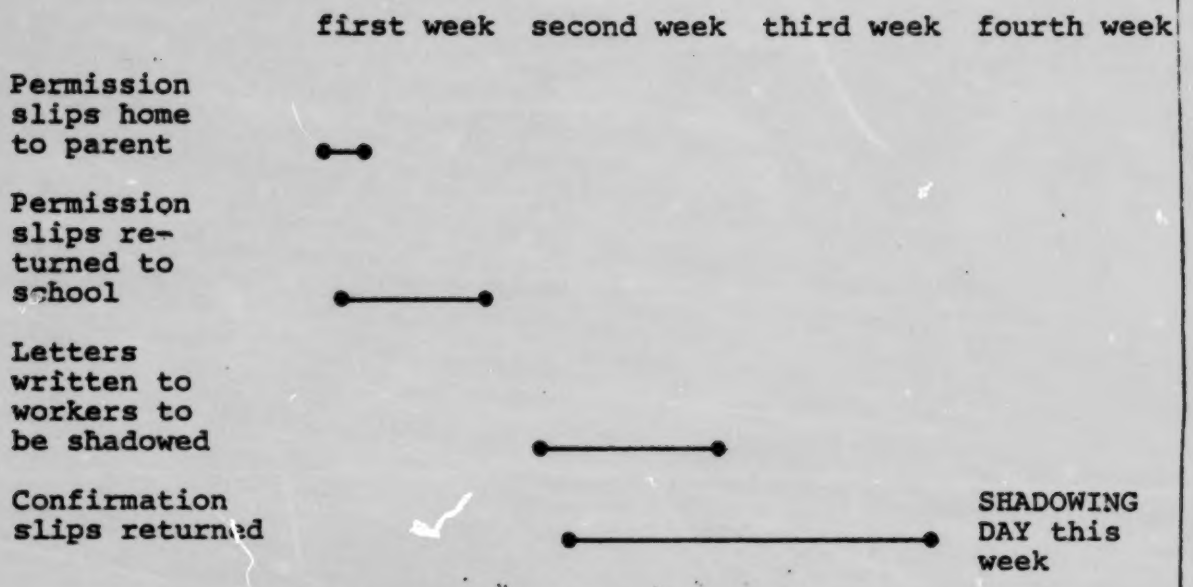
Phone Number _____

Occupation _____

Other potential "shadowees" are members of such organizations as the Rotary Club, Business and Professional Women, and the Chamber of Commerce. To publicize the program, see if you can get an announcement published in their regular newsletters or in leaflets distributed in conjunction with the meetings.

Once you have a list of people who are willing to be shadowed, you should decide on a date. There are several important reasons why all the shadowing should take place on the same day. Classroom teachers and students should not have to worry about work missed, an inevitable problem if students are each taking different days off to shadow. Secondly, having shadowing on one day relieves the teacher of his or her classroom duties, enabling him or her to visit students at their job sites.

To help you determine an appropriate date, draw a timeline with target dates for the beginning and end of each stage in your planning:



Determining Students' Career Interests

To get students thinking about careers, ask them to write a paragraph on which careers most interest them and why. Some students may have difficulty coming up with ideas. For those who cannot decide, the exercise that follows may help students narrow down their career interests.

1. If you need ideas, think about the following questions:

   Do you really know what your parents do all day? Why do they work so seriously or why do they laugh about it? Why do they come home tired sometimes?

   What do your neighbors really do all day? Do they enjoy what they do?

   What do your friends' parents do all day? Do they enjoy what they do?

2. What skills are you especially good at? If you're not sure, think about the things people have told you you are especially good at doing. What careers relate to those things?

3. Make a list of specific businesses or industries that relate to your career interest area.

4. Get a copy of the Yellow Pages of the telephone directory for your career interest area. If you don't find your area in the book, under what other areas might it be listed?

If a student really can't come up with an idea, you may want to administer a job interest test. (See the section called "The Self-Directed Search.")

Once all students have come up with a paragraph on careers, have each child read his or her paragraph to the rest of the class. If it is evident that the student's career choice is based on sex-role stereotyping and not on the actual attractions of a particular job, you might try the following tactic. Ask the students to describe what it is about their chosen career that interests them. In their descriptions they should consider:

- The work site. What is it like? What do they like or dislike about it?
- The training needed and the skills required.

Then ask them to brainstorm, as a group, other kinds of jobs that would fit each description. Each child should then add those jobs to his or her list as possible career interests, and hand in the list to the teacher.

Obtaining Permissions and Contacting Workers

Armed with the students' lists, you should run through your list of potential shadowees and match children to workers. If there is no one on your list to fit a particular child's interests, you will have to start investigating. Word-of-mouth is the best way to find out about people with unusual jobs.

Once you have a worker for each child to shadow, permission slips should be sent home. (See sample on the next page.) All slips should be returned within the first week. As soon as permission slips have been returned, students should begin writing letters to the workers they wish to shadow. You may want to have your students write to the workers using a standard form like the one on page 28. Accompanying the letter should be a confirmation form, which the worker can sign and return to school if he or she wishes to participate.

To ensure the message gets across clearly, letters and confirmation forms are preferable to phone calls. While the students might be allowed to approach a worker in person, it is more efficient to send letters through the mail.

PERMISSION SLIP

Dear Sixth-Grade Parents,

_____ is Shadowing Day. On that day sixth-grade students will have an opportunity to "be the shadow" of a working person for one whole school day. They will gain firsthand experience with the world of work while exploring their special career interests.

The procedure is as follows:

1. Each student will decide whom he or she wants to shadow. Permission slips from parents should be returned by _____.

2. As soon as the permission slip has been returned, the student will write a letter to the worker to be shadowed, with a confirmation slip to be returned to the school.

3. The student will make arrangements with either the person to be shadowed or his/her parents for travel to and from the job site and for lunch that day. The student will also be responsible for calling the person to be shadowed on _____ to confirm the visit.

4. The sixth-grade teachers, _____ and _____, will be responsible for students that day.

If you have any questions about this day, please feel free to call me at _____.

Sincerely yours,

_____
Shadowing Day Coordinator

.....

PERMISSION SLIP

Dear _____,

You have my permission for _____ to participate in Shadowing Day on _____. I understand that my child would like to shadow _____.

I understand that all normal precautions will be taken for the students' safety and well-being, but realize that neither the teacher, the school, nor the person being shadowed can be held responsible for any extraordinary or unforseeable contingency.

Yours truly,

_____
Parent's signature Date_____

WRITING TO WORKERS

Dear _____,

I am a sixth-grade student and this year the sixth grade is going to be involved in a program called "Job Shadowing." I am writing to find out whether it would be possible for me to be your "shadow" on _____. Shadowing is a chance to try out a job by following a worker for a whole school day. I would like to be your shadow because I am interested in _____. If you would feel able to let me shadow you, please return the form below to _____ School.

Sincerely yours,

_____
Sixth-grade student

CONFIRMATION

Please return this to the Early Career Awareness Project in the enclosed envelope by March 12 if you wish to participate. The ECAP Committee will be monitoring the Shadowing Day.

Name: _____

Occupation: _____

Phone #: _____

Location of Job Site: _____

Yes, I agree to let _____ be my shadow on March 18, 1980. I understand that the Shadowing Day is from 8:00 AM - 2:30 PM.

Signed,

_____

Keeping Track of Details

Without organization, the Shadowing Day activity can quickly become overwhelming. We recommend you make up a chart like the following:

Student	Person being shadowed	Permission Slip In	Confirmation In	Transportation and Lunch OK	Called Worker	Teacher who will visit the site

The children should be responsible for arranging their transportation to and from the job site and for bringing their lunch that day. They must also call the person they plan to shadow the day before to confirm their visit. Teachers or volunteers will have to be assigned to visit each job site; we found it easiest to delegate responsibility according to vicinity.

Follow-Up Activities

Thank-you Notes. Letters of thanks are essential to the follow-up process. Students should express their appreciation and note anything special that the person they shadowed shared with them.

Evaluations. Enclosed with the thank-you note should be an evaluation form for the worker to fill out. Sample evaluation questions are shown on the next page. It is important for those who were shadowed to react to the program. Your evaluator may have suggestions as to how shadowing could be improved upon. Asking for an evaluation also shows consideration for the worker, and opens the way for direct communication between the community and the schools.

The easier it is for the worker who was shadowed to return the evaluation form the greater the likelihood that he or she will respond. We suggest you use the following procedure. Fold the

SHADOW EVALUATION

Student's name:_____

Supervisor's name:_____

Was the student punctual?_____

Was the student properly attired?_____

Was the student:	Poor	Average	Excellent
cooperative?	____	_____	_____
courteous?	____	_____	_____
enthusiastic?	____	_____	_____
curious?	____	_____	_____

Does the program seem worthwhile?_____

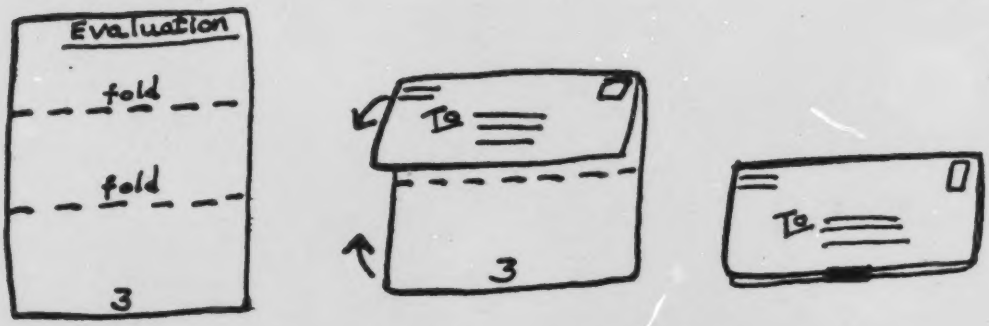
Should it be continued? _____

Would you be willing to accept a student next year?_____

Do you have any suggestions for improvement?_____

Comments:

8½ x 11 evaluation form into thirds. On the back of the upper third, print the address of the person to whom the evaluation forms will be returned. Place a stamp in the upper right-hand corner above the address. The person filling out the evaluation has only to fold the form so that the address faces out. It can be stapled or taped flat and sent through the mail (see diagram).



Worksheets. Students should also fill out a worksheet either during or immediately after Shadowing Day. On it, they should describe the types of training needed to perform the jobs they shadowed, the skills involved in each job, and why they would or would not like to have the job. Here is part of the format we used:

Name:_____

Name of the person you shadowed:_____

Job you shadowed:_____

Time you worked:_____

What skills are involved in the job?

Do you think you would enjoy this type of work?
Why or why not?

Essays. An essay contest is another way to follow up Shadowing Day. A sample handout announcing the contest and setting forth the rules for contestants is shown on the next page. The contest should begin as soon after Shadowing Day as possible, and should run for about four school days. We used gift certificates from a local bookstore as prizes.

Conclusion

Shadowing is an opportunity to provide students with first-hand information about careers. It is a chance to increase

A N N O U N C I N G ! ! ! !

An essay contest on shadowing for sixth graders

Rules:

* Essays should have the title "My Shadowing Experience."
* Essays should describe what you did on Shadowing Day, They should also tell what you learned and should explain why or why not you would like the job of the person you shadowed.
* Essays should be at least one hundred words long.
* Essays should be written in pen.
* Essays should be turned in to Mrs. Jones in the library no later than 2:45 on Tuesday, March 25. Essays turned in late will not be judged.

Judges will be looking for the most interesting and the best written essays. Winners will receive gift certificates from Mitchell's Book Corner.

If you have any questions, see Mrs. Smith of Looking Into Future Experience.

students' knowledge of the skills required by particular jobs. With this knowledge comes a deeper understanding that competence is unrelated to sex and that proficiency can be attained by anyone who seeks it.

The Self-Directed Search

WHAT IS IT?

The Self-Directed Search is a career guidance tool used in schools throughout the country. It is comprised of a series of questions concerning preferences for activities, environments, companions, and so forth. The answers a person gives are indicative of the kinds of employment that he or she would find satisfying. The organization of occupations is based on the work of J. L. Holland.* Holland's major theory is that each of us can be described in relation to one or more of six "types," or idealized occupational-interest personalities:

- Realistic. Includes skilled trades, labor, technical and helping jobs.
- Investigative. Includes scientific and some technical jobs.
- Artistic. Includes artistic, musical, and writing jobs.
- Social. Includes teaching and social welfare jobs.
- Enterprising. Includes sales and managerial jobs.
- Conventional. Includes office and clerical jobs.

These personality types bring their preferred way of solving problems and dealing with life to their occupational environment, and do as much to establish its tenor as do the requirements of the work itself. The classifications are assumed to include all the major kinds of work environments.

Generally this tool can be used to focus on special areas of interest and then to look at the broadest possible hierarchy of occupations. People have been held back from certain career areas in the past because of barriers, real and imagined: race, sex, and age. This no longer need be true.

In time we hope people will be free from such prejudicial blinders, so that they can fulfill their individuality, and we hope to hasten the approach of that time by the early introduction of a broad range of possibilities.

The search is appropriate for any age, with some consideration of the fact that preferences will change over time. The manual

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* J.L. Holland, "The Self-Directed Search, Form E" (Palo Alto, California: Consulting Psychologists Press, 1973). Copies may be obtained by writing to the publisher at 577 College Ave., Palo Alto, CA 94306.

stresses that this measure brings out patterns of answers, which are best used as general indications of where to look for occupational satisfaction. It must also be remembered that this is a measure of interests, not abilities. For students, the emphasis should be placed on long-term development, rather than on making immediate decisions.

The Self-Directed Search is normally used in the upper grades of the Nantucket school system. But with some guidance it can easily be used at the sixth-grade level, as a good way of introducing job possibilities, building egos, and reinforcing the idea of having and expressing personal interests. We used it at NES in conjunction with other LIFE activities, and the students said they found it "fun to do." It might be used at the beginning and the end of a career education program to see if there is a difference in results.

HOW TO USE IT WITH YOUNGSTERS

We recommend certain procedures in administering the test. First of all, it is a good idea for the teacher to enlist the help of the school's guidance counselor. He or she is likely to be familiar with such tests, and may have specific suggestions to offer. Involving the guidance counselor may also have the effect of setting up a semi-formal atmosphere.

Rather than requiring students to take the test, a better approach is to put up a sign-up sheet explaining the activity and use only those students who sign up.

Finally, it is important to edit the descriptions of the six prototypes before administering the test, with an eye toward simplifying and eliminating any unfavorable connotations. (The six types are coded in a pamphlet that accompanies the Search, called "The Job Finder.")

CONCLUSIONS

The Self-Directed Search proved to be a valuable experience for us. Many questions have come from it. Most students had thought of one or two job possibilities before the search, and now can think of many. And as you can see by the play they wrote, they have a strong respect for differences.

Using Drama to Foster Self-Awareness

We consider dramatic productions and theatre games on an elementary-school level to be an ideal way to bolster students' self-confidence and poise in a format that can be exciting and enjoyable for them.

The term theatre games refers to the system invented by Viola Spolin, which is used widely today in many ways. These games are spontaneous and fun. The audience is actively involved and challenged constantly. There is a problem to be solved and the solution to be shared. Students are treated to a constant variety of different solutions to problems they have just attacked, and all in an atmosphere of acceptance. Nothing offered is ever incorrect.

This atmosphere pervades the elementary theatrical production work as well. The program in our school is based entirely on the premise that the value of production for the student is in the experience of the total process. Students are learning to appreciate literary works, exercising their ability to communicate, and working in a cooperative effort. But theatre games and dramatic productions can achieve something else for youngsters that is equally important and often overlooked: self-awareness.

Participating in a production requires responsible and disciplined self-awareness. Students are required to focus physical and mental energies, subdue self-consciousness, and present a positive attitude and a spirit of energetic cooperation in a team effort. All of these are diffusing forces in the early adolescent. Sixth-graders do not naturally summon such efforts in the school environment. Some would say that, to the contrary, the average sixth-grader seems to favor surly indifference and outright disrespect -- which is all the more reason to utilize theatre at this age level.

It can be very beneficial to promote self-awareness in this way, if what you wish to foster in children is a clearer sense of who they are, a better grasp of their interests, and an idea about where those things can lead them in terms of career choice.

The self-awareness stems in part from the fact that students are thrust from the reality of their world into a new, contrived one, in which they will relate to others in a different, prescribed fashion. "Becoming" someone else for a while (whether it's actor, photographer, or publicity manager) can't help but make them more aware of their usual selves, of their usual ways of viewing and relating to the world.

This heightened self-awareness also comes from the experience of decision making, and the recognition of differences. Any

dramatic production will entail many kinds of decisions, both large and small, and the teacher will be wise to include the students in them. You can begin by taking a poll of class interests, offering these possibilities: acting, singing, dancing, photography, puppetry, publicity, and stage managing. You can go on to include everyone in determining lighting, sets, costumes, even stage directions. On the other hand, let them know when you are not including them: "I've decided to do it this way."

In the process of decision making, students will learn that there are different solutions to every problem, and that it is often difficult for everyone to agree on a solution.

As the production proceeds, students will learn that there are other kinds of differences, differences that have to do with abilities, interests, and the way one reacts to success and failure. They will learn that they must accept differences in other people. But they will also learn about themselves. A vital part of self-awareness is the exposure and acceptance of our own differences. Now, no one can do that for another person. The best thing we as educators can do is supply environments: disciplined structures in which students can engage in this exposure and acceptance, safely and slowly, in their own way...by trying things out, succeeding or failing, backing off and watching, trying something else, and yet always being acceptable individuals.

In producing theatre, there are two obvious options: performing a classic, or creating and performing your own play. Each involves its own dynamics, which can be used to advantage. At NES, the sixth-graders did both in one year.

PERFORMING A CLASSIC

At NES, our original purpose was to do a production for open house, to share classroom work with parents. When the drama instructor found out that some of the first term work included The Adventures of Tom Sawyer, she jumped at the chance. This could be a gem for the exercise of self-awareness.

Tom Sawyer is an American classic. Many feel that Mark Twain may have been the first to define the American character in his portraits of Tom and Huckleberry. Certainly he has preserved a precious nugget of American heritage--and personal heritage as well, for Tom and Huck embody a spirit of youth. It may be just a memory for us old folks, sometimes nudged awake by some conflict or other, but it is very much alive and kicking for today's sophisticated youngsters. It is a spirit of resisting restraint, yet straining toward an integrated autonomy. A need to act to preserve justice in the face of some powerful injustices. Who of us did not identify with both Tom and Huck as we

read? And with their conscientious struggles? Tom Sawyer was a vehicle for awareness of National character through a person the same age as the students.

Tom Sawyer is quite old, as books go. It was written a few generations back, when attitudes were a little different about a lot of things. It reveals a great sensitivity towards the racial inequality of the time, but it seems to be unaware of the sexual inequality it portrays. As such, it provided a golden opportunity to help students become aware of the subtleties of stereotyping in the world today. Literature, like drama, "holds the mirror, as 'twere, up to nature." The girls were clearly interested in playing roles other than Becky and Aunt Polly -- obviously recognizing the somewhat inferior role Twain had assigned to his female characters. So there were scenes in our production, "Take Another Look at Tom," in which girls played all the boys' parts, and mixed scenes in which Tom was played by a boy and Sid by a girl, and vice versa.

We wanted no stars, no major work load of lines to learn, and no small parts. That meant we had the opportunity to present different Tom Sawyers and different Huck Finns. In all we had nine Toms, nine Hucks, two Aunt Pollys, two Sidneys, one Mark Twain, and one Becky. And since each scene had its own stage manager, we had eleven stage managers as well! The script was gathered from all available sources of the story (see bibliography). We underlined and punctuated differences by presenting several versions of the same scenes. We showed Mark Twain's original story elements. Then we showed various dramatizers' and editors' versions of the same elements.

In short, we experienced the old truth that there's more than one way to skin a cat, and in the process learned a great deal about ourselves and each other. Almost incidentally, the students had the opportunity to experience a literary classic, and the parents were treated to a jovial display!

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CREATING AND PERFORMING YOUR OWN PLAY

If performing in someone else's play fosters self-awareness, creating and performing in your own maximizes it. Writing in small groups of eight to ten students, the sixth graders at NES created an original drama, RIASEC (which appears in appendix).

In the group meetings, each student was equipped with a pencil and paper. We began by talking about the six types we had met in the Self-Directed Search: How would they look at a room? Order dinner? etc. We talked about how the students would like to be seen on stage. What did they imagine themselves doing? A story began to emerge. The ideas from one group were added to those of the other groups, then were refined and changed. The drama instructor acted as the melting pot, and threw in her ideas, too.

Here is a sampling of the thoughts as they came:

- Let's paint our faces, like stained glass. Peter can play the trumpet.
- We could live in a hexagon garden. Space men. A galaxy garden. We could have two heads, four arms, three people in a suit.
- Some bad guys. Bug eyes, trigtoids. The Buglies from Ugly.
- We could have a King. No, a Queen. How can you have a leader that doesn't support sexism? A woman hulk. A Queen and a King all in one.
- Six cities. Six fortresses. Six problems or challenges for the hero to face.
- A big fight, with crashing glass. A bar brawl. Breaking bottles over people's heads. Tables that fall apart. (You can do a fight, the instructor said, if you do it in slow motion.)

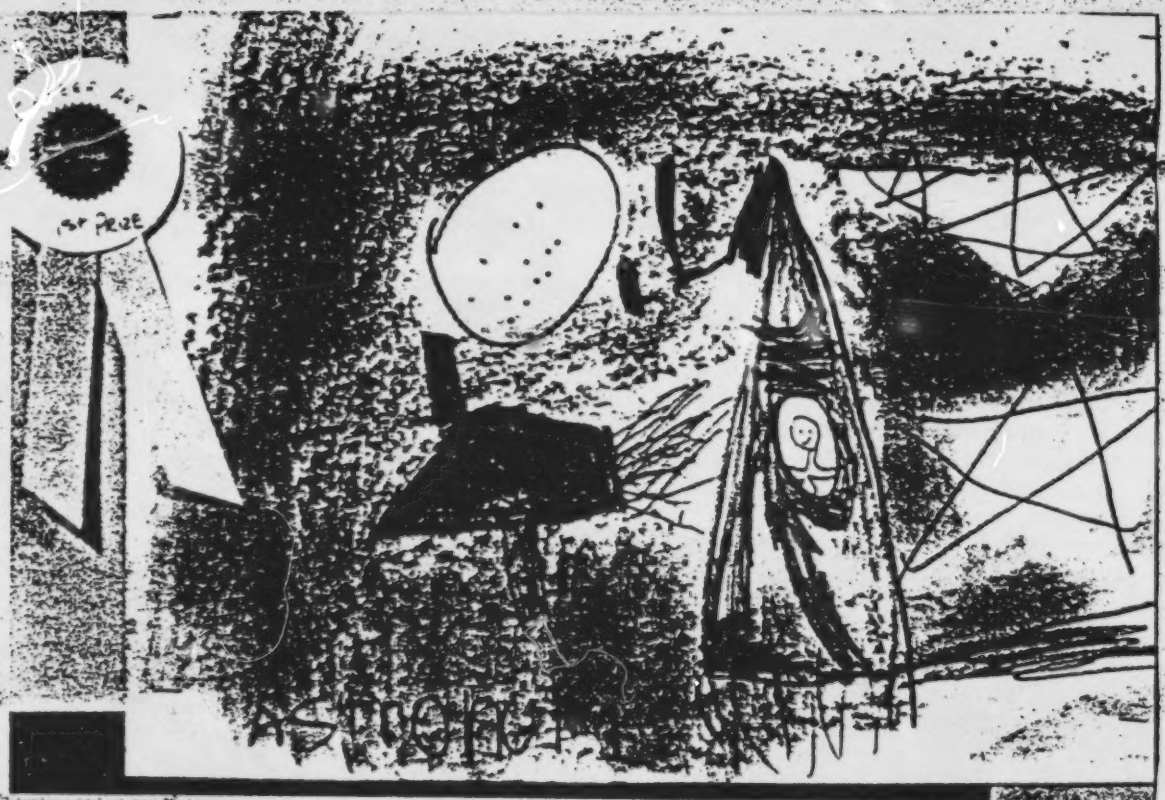
- The bad guys see themselves in the mirror and turn to stone. The scientists discover that water will freeze the bad guys. A whole stage of tubes, like a scientist's lab. Gold glitter, bald heads, Picasso faces. Everybody different. What shall we call the planet? NES, Nantucket Elementary School. Nesians from NES.

- Around the garden there are six fortresses. Somehow they are threatened and the leaders ask the young people to defend them. But, by mistake, the artists go to the realistic fortress, the realists to the social and so forth. This causes all kinds of havoc -- and then they go discover the mistake and triumph in the end. Let's call the space ship RIASEC, after the types. RY-AH'-SEC.

The story began to look something like this: Once upon a time all people lived in a hexagonal garden. They did all sorts of different things. (Then would follow a display of each type behaving typically: socials having tea, artists being arty and so forth.) One day the leader called them all together. The time had come for all to meet the challenges appropriate to their type.

Armed with copious notes on all this by the students, the drama instructor constructed the final script using only group ideas, and leaving plenty of room for improvisation and individual creativity in the final staging.

Creating and performing RIASEC was perhaps the ultimate exercise in self-awareness for these students, particularly since their brainstorming sessions were focused on their reactions to the Self-Directed Search. It is a strategy that bears repeating, though certainly other schemes could serve equally well in this self-discovery process.



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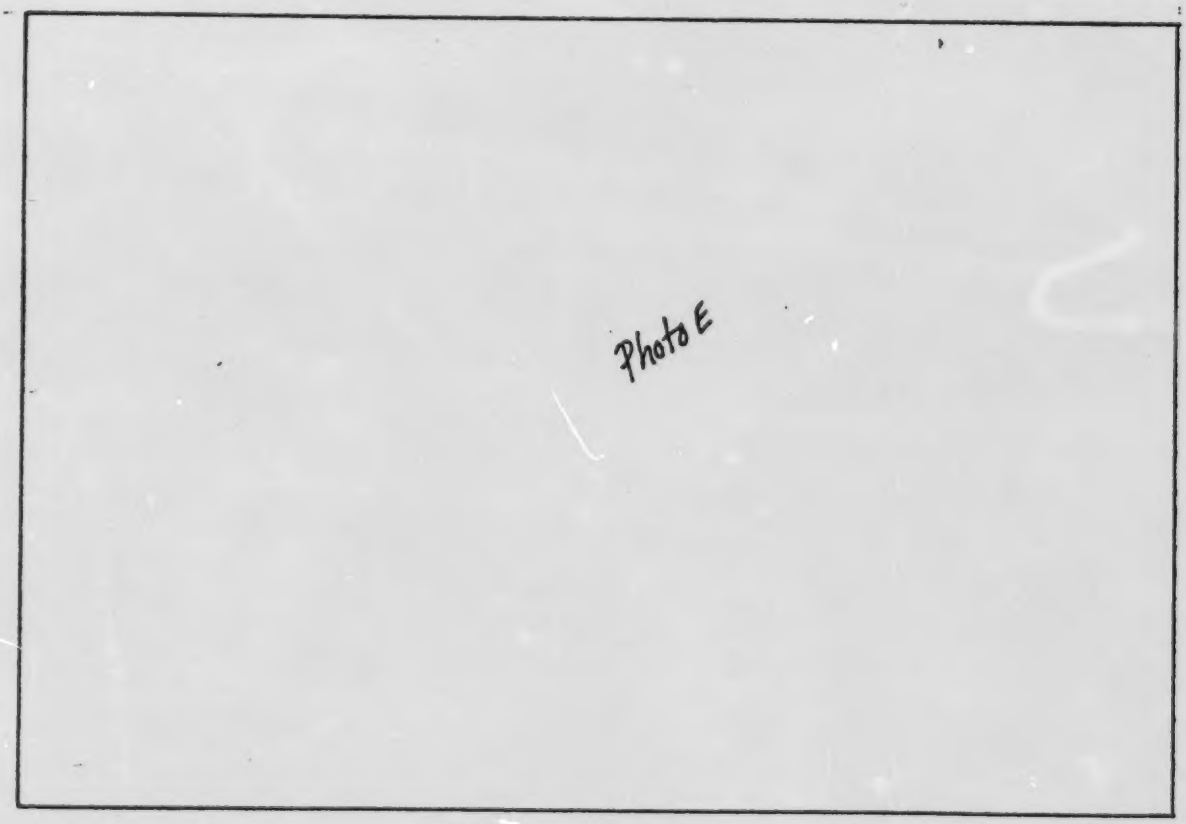
Organizing a Career Day

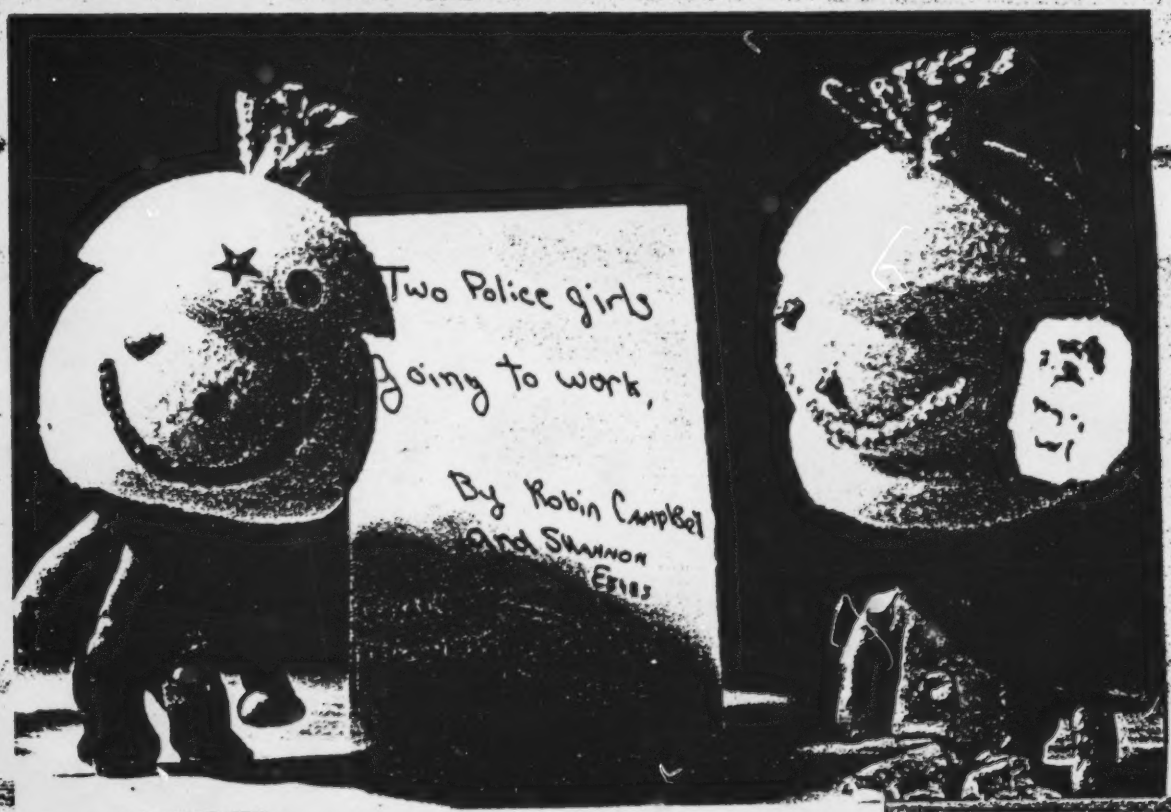
The culmination of the LIFE program is a Career Day, in which the whole school participates -- faculty and students from grades K-6. It can involve any number and type of activities, limited only by your imagination. The activity should be organized by one person, preferably the coordinator of the career program. This section describes how Career Day was handled at NES.

INVOLVING FACULTY

One week before the day designated as Career Day, we briefed the faculty on the idea at the faculty meeting, describing the planned activities. We tried to enlist faculty support and build up their interest in the event, so that they would pass their enthusiasm on to their students.

Each classroom teacher was asked to present a special "Careers" lesson. The half-day Careers Workshop for teachers, which had been held previously, had provided each faculty member with a notebook full of ideas and activities for such a lesson.





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We had already enlisted the cooperation of the art teacher to help organize and participate in a school-wide Careers Art Contest. Class periods during the three weeks prior to Career Day were devoted to completing the projects. Students were asked to create career-related pieces in the medium of their choice. Entries were to be judged the day before Career Day by two professional artists from the community.

The music teacher was asked to spend several class periods teaching the students to sing "Looking-In-Looking-Out," the theme song from the fifth-grade careers TV Program. Other career-related songs had already been taught in two classrooms. We decided to use all these songs in the Assembly.

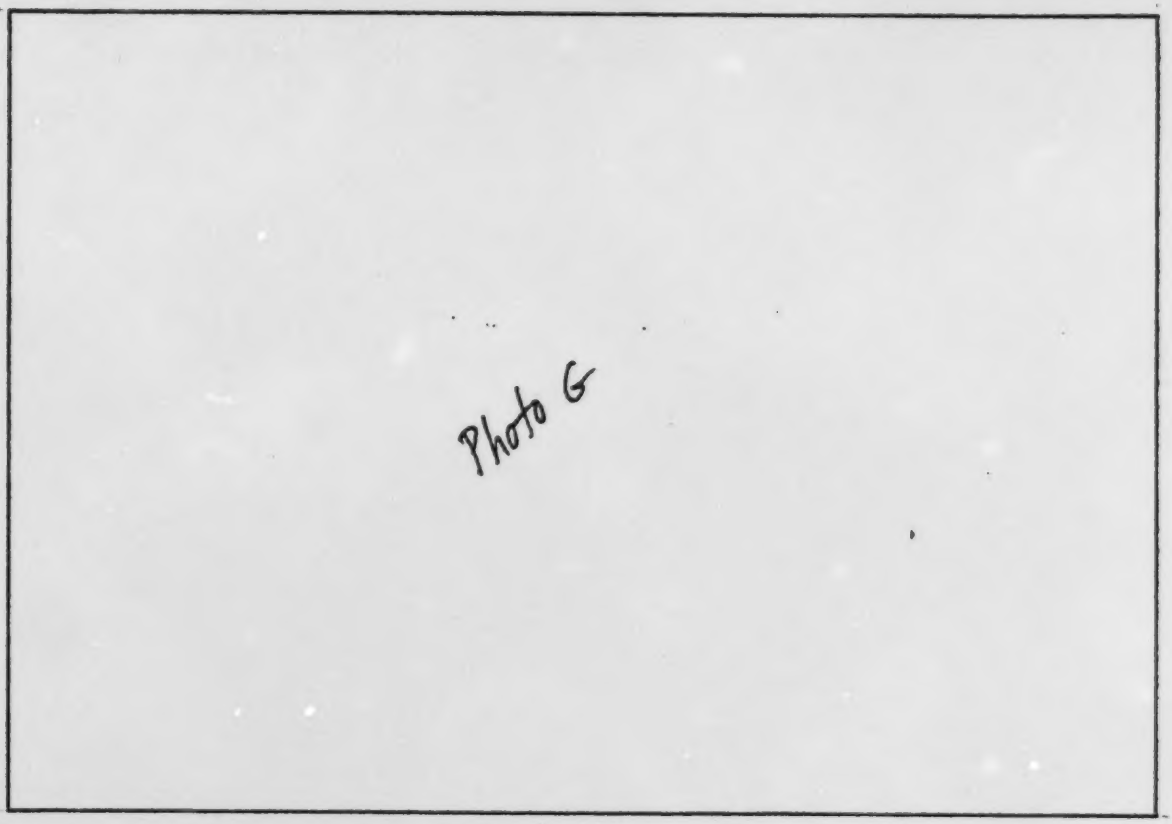
Teachers were asked to join students in a "Career Parade." All were to choose a job they wished to portray, then either to dress up in an appropriate costume or to bring in a "prop" relating to that job (e.g., hammer, saw, stethoscope, etc.), or simply to hang a sign around their neck, indicating which career they were representing. With music playing over the public address system, the faculty and students, with their costumes, props and signs, would march into the auditorium for the Assembly. For the Assembly we decided on a student "master of

Photo G 100%

(page 42)

ceremonies," a brief address on career choices by the Superintendent of Schools, a sing-along led by the classes that had already learned career songs, and the awarding of prizes to the winners of the Art Contest.

The faculty expressed great interest and enthusiasm, and we all set to work.



INVOLVING PARENTS AND STUDENTS

Parents were informed of the event through the letter on the next page. Students were made aware of Career Day by a series of spot announcements made over the school public address system during the week. A "countdown" theme was used: "Just four days until Career Day. Work on your art projects. Get your signs and props ready....Just three days left...."

INFORMING PARENTS

Dear Parents,

_____ is Career Day here at _____School and we would like to ask your assistance in helping students to participate in this special event.

Students will be marching in a prop parade, in which they will be dressed in costumes, carrying work props, or wearing signs representing their favorite careers. Your child may need help getting ready for the prop parade. Perhaps you have a hat at home that your child could wear or you may be able to supply a tool that would be appropriate for your child to carry. As an alternative, a slogan about a job could be mounted on a "sandwich board," written on a sign and hung around the neck, or attached to a yardstick and held above the head. Any of these ideas could be used for the prop parade.

We will be getting ready for the prop parade here at school, but would appreciate any assistance you can give your child at home.

Thank you for your cooperation in making Career Day a success.

Sincerely,

_____
Career-Day Coordinator

Photo H

Reduce to 69%

Photo H
(collage)
trap within border

CONCLUSIONS

Although Career Day activities were organized in only a week, groundwork for the day had been laid throughout the program. The faculty had been supportive of the committee's efforts from the beginning and had been working towards raising their students' self-awareness, interest in career choices, and recognition of sex bias and role stereotyping.

Career Day then gave us an opportunity to express many of the ideas about self and careers that we had been trying to promote throughout the LIFE program. Many of the "careers" lessons taught on that day dealt with self-awareness and a cataloging of individual needs, talents and limitations. We tried to bring the students to see that in order to make a wise career choice it is important to know as much as possible about oneself, as well as about the characteristics of many jobs and professions. The students were encouraged to be open in their choices and not limit themselves to stereotypical models when choosing a career to represent in the prop parade. As it turned out, the limiting factor in some cases was the type of props provided by parents -- reflecting stereotyped attitudes and showing how easily traditional roles are perpetuated.

II. Looking Into Teacher Involvement

Introducing Teachers to Career Awareness

Teachers today are endlessly busy with all sorts of mandatory record-keeping, special education procedures, guidance programs, and curriculum revision. They are also busy just plain coping with the daily disasters that demand immediate attention and problem-solving skills. It's no wonder that teachers' first response to the idea of teaching career awareness is often a negative one. Introducing "career awareness" seems to suggest that a new subject must somehow be squeezed into an already tightly packed curriculum. This thought seemed to be an overall concern when we first approached teachers at NES to discuss our planned program.

How do those already committed to career awareness go about asking conscientious colleagues to reevaluate and revamp their approach to teaching? Our coordinator began seeking out other career awareness programs by contacting the state's department of education. We were surprised and pleased to learn that a project was underway in a nearby town, in the form of a resource center. Next we contacted the director of the center to find out what sort of teacher incentives seem to work. After considering all of her suggestions, we settled on an "introductory" teacher workshop, and were fortunate to have the director of the center agree to give the main presentation.

INTRODUCTORY TEACHER WORKSHOP

The purpose of the two-hour workshop was five-fold:

1) To demonstrate that career awareness is not something new, but an integral part of our daily lives.
2) To show that there is a growing need to include training in life skills as a regular part of the school day.
3) To inform the faculty of the existence of the resource center on Cape Cod, and of its willingness to support our school's programs and teachers.
4) To give the faculty insight into the program being planned for the children of our school and into the basic motivation behind the activity plans.
5) To point out the eight objectives of education.

(See next page.)

Because the workshop was informational in purpose, the method for presenting the material was a straightforward one. The director of the resource center began with a presentation on career awareness using the overhead projector. She discussed the career education objectives, displaying posters depicting each. She emphasized that career awareness was not something new to teach, but was a program to be integrated with the total curriculum. Teachers were urged to participate fully in the program and to place special emphasis on the development of sex-fair career opportunities.

Career Education Objectives are from:

RESOURCE GUIDE Sex Equity in Career Education (K-8)
Courtesy of Southeastern Massachusetts University
Division of Continuing Studies and Special Programs
Title IV, Civil Rights Act Training Institute, U.S.O.E.

CAREER EDUCATION OBJECTIVES

1. Self-Awareness/Knowledge of Individual Self

   Career Education Objective: Appraisal of individual values, likes, dislikes, skills as basis for selecting lifetime work.
   Sex Equity Objective: Acceptance of values, likes, dislikes, skills without reference to gender.

2. Educational Awareness/Understanding of Connection between Education and Life Roles

   Career Education Objective: To recognize the education and training needed for different careers and out-of-school learning experiences.
   Sex Equity Objective: To be aware that educational opportunities are available regardless of sex. Title IX and Massachusetts Chapter 622 assure open access to training and education.

3. Career Awareness/Knowledge of Total Spectrum of Careers

   Career Education Objective: To understand the variety and characteristics of different career fields.
   Sex Equity Objective: To understand that the spectrum of careers is not divided into "male" and "female" occupations. Personal interest and individual skills, not gender, should determine occupational choice.

4. Economic Awareness/Understanding of the Processes of Production, Distribution and Consumption

   Career Education Objective: To relate career roles to lifestyle and personal economics.
   Sex Equity Objective: To understand the economic consequences of career choice. Which jobs pay enough to make an independent life possible?

5. Decision-Making Skills/Rational Process of Career Choice

   Career Education Objective: To relate career decisions to career goals.
   Sex Equity Objective: To understand that decisions based on sex-stereotyped roles lead to sex-stereotyped careers.

6. Skill Awareness/Awareness and Acquisition of Skills Needed to Perform in a Career

   Career Education Objective: To be able to perform entry level tasks.
   Sex Equity Objective: To be aware of and acquire skills necessary to perform entry level tasks in a non-traditional occupation.

7. Employability Skills/Social and Communication Skills

   Career Education Objective: To acquire basic work habits and attitudes and to understand working in independent, team, and supervised situations.
   Sex Equity Objective: To be able to assert and accept individuality in independent, team, and supervised situations and to work compatibly within a group whatever its gender composition.

8. Appreciations and Attitudes/Awareness of Feelings toward a Career's Social and Economic Environment

   Career Education Objective: To recognize environmental differences in occupations and different responsibilities required in various careers.
   Sex Equity Objectives: To recognize that careers are sex-stereotyped unnecessarily; to understand the non-traditional responsibilities and benefits that accompany non-traditional occupations.

TAKING A FACULTY POLL

Once this basic information had changed hands, we decided to gather the faculty's impressions about the workshop. We hoped that their responses would help us determine how we could encourage them to take a more active role in the development of our program. As a part of the poll, we asked who would be willing to join a team of teachers for a visit to the nearby resource center. One teacher was selected from each grade level, so maximum infusion in the school could take place.

VISITING THE RESOURCE CENTER

The director of the center had planned the day's activities, which included classroom activities for teachers to view. That is, teachers from the local school system prepared and demonstrated lessons at various grade levels for our team of visiting teachers. The obvious enthusiasm and interest of the participating students and teachers were an inspiring part of the visiting team's day.

The demonstrations were followed by a discussion and brainstorming sessions on infusing career awareness into the standard curriculum, with the director acting as group leader. Also included was a time period when lesson plans, already prepared and tested by teachers in various school systems, were made available to teachers. These lesson plans spelled out exciting ways to infuse career awareness activities into any teacher's regular program -- without making it "one more thing to teach."

The visiting teachers were impressed, all in all. They became enthusiastic and eager to try some projects themselves. Their energy and excitement were later carried over in a "teachers teaching teachers" workshop in our school, some two months later.

CONCLUSION

The preceding steps, introducing basic information, allowing teacher exploration, and encouraging further involvement, certainly promoted the success of our program. These three steps could be applied in virtually any type of introductory career education program.

If access to a resource center is not possible, the state department of education should be able to suggest resource personnel who could travel to your area to talk with your faculty about their experiences in setting up similar programs and to exhibit materials. The resources listed in the bibliography of this manual could also be used in developing a career awareness program.

Conducting a Career Awareness Workshop

The NES team of teachers returned from its visit to the resource center full of excitement, but bemused as to how to get fellow workers tuned in to this new way of looking at education. They knew how to organize a workshop for maximum efficiency (having learned the pitfalls through personal experience). What they needed was a gimmick. The school workshop had to be special and innovative to make the difference.

After long discussion they hit on an idea. Why not choose a career lesson from their samples and use it with the teachers as students? Phase one of the teacher workshop was planned: we would conduct a "Values Auction" (described in the activity section). To orient it to adults, we changed the items offered for bid to the following:

- A free college education for your children
- A shopping spree in an exclusive department store
- Eat all you want for one year and not gain weight
- Ten free acres of land overlooking the harbor
- Perfect health for the rest of your life
- Live wherever you want, rent free, for the rest of your life
- A free month's vacation for you and your family
- Take ten years off your present age

Complete with banjo picking music and costumed auctioneer, the auction was an instant success and an excellent opening for the workshop.

The second phase of the workshop needed to encourage teachers to teach career and self-awareness without becoming dictatorial. The workshop leaders brainstormed and eventually decided that displays of student-prepared materials were an incentive that few teachers could resist. We organized phase two as follows: Before the workshop took place, each workshop leader taught three lessons in class involving basic self- or career-awareness ideas. The results of these eighteen lessons were attractively displayed for other teachers to see at their workshop. This visual approach to learning about career awareness lessons was extremely effective: teachers could see tangible results of the students' increased awareness.

The third phase of the workshop was focused on reinforcing the participants' excitement and interest. We wanted to be sure that

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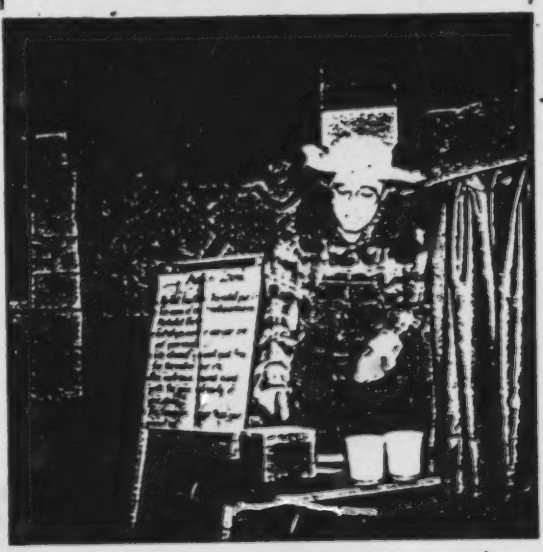

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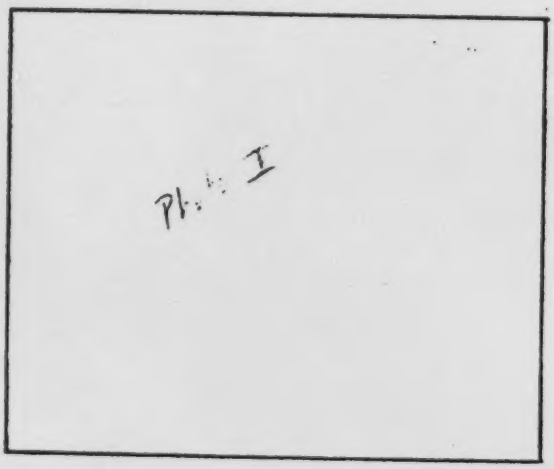
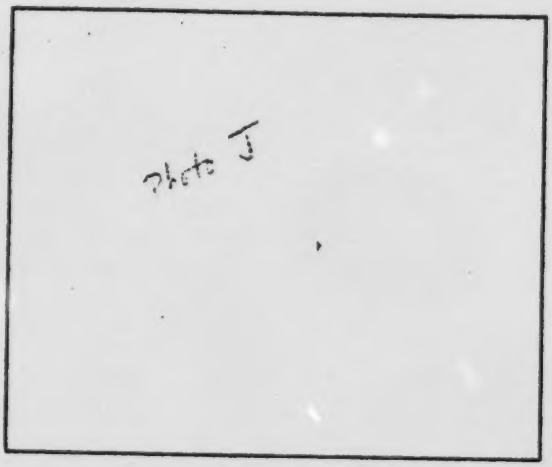
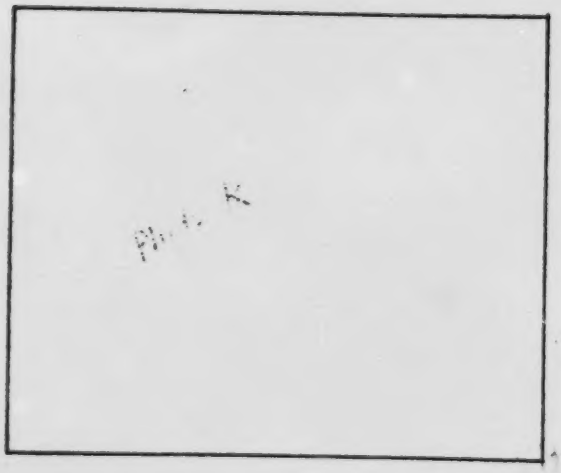
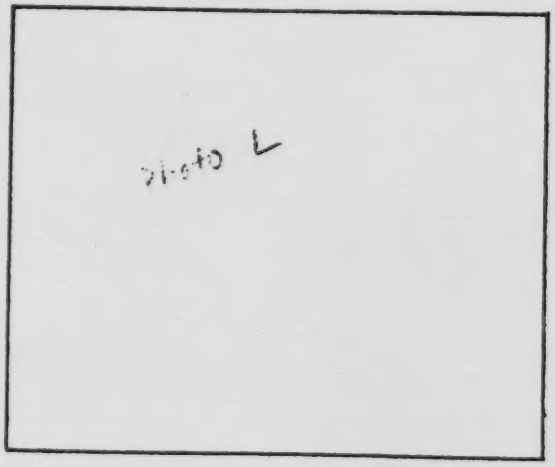
teachers would take these ideas back to their classrooms and try to incorporate them wherever possible. We decided to put together personalized notebooks filled with relevant lesson plans. The teachers leading the workshop pooled the lesson plans from the resource center, and chose those they felt other teachers would like the most. Approximately sixty lessons were duplicated and organized by grade level for distribution at the workshop. The workshop leaders also adapted or developed their own lessons and included those in the displays and handouts.

Each teacher at the workshop, then, was able to participate, investigate, and collate in a two-hour afternoon period. What better way to encourage reluctant teachers to begin to teach with the openmindedness and enthusiasm that go hand in hand with career awareness! A similar career awareness workshop can easily be put together using the lesson plans given in the next section, "Classroom Activities."









Sample Lesson Plans

CLASSROOM ACTIVITIES

Integrating career and/or self-awareness lessons with regular classroom activities may seem an awesome task, and one limited to particular areas of curriculum. However, this integration is possible in virtually every activity of the school day. This portion of the manual describes many varied ways in which any teacher can infuse a career-awareness approach almost immediately into daily classes. Each and every idea can make teaching with this approach informative, enjoyable, and exciting for the students and teachers alike.

Personal adaptation is not only suggested; it is also encouraged. The more personal you make each lesson, the more the children will benefit from it. You will notice that, after participating in a number of these activities, students will begin to make wonderful observations about themselves, and about the people and things around them. By encouraging such spontaneous observations, you can help students create their own related projects, in which you will need only act as a guide.

Infusing career- and self-awareness in everyday activities can become second nature. Over time, the basic techniques can become incredibly apparent and easy to integrate.

So! Read on...enjoy...adapt...and...use!!! You'll be glad you did!

Activity When I Grow Up... (Subject Area: Language Arts)

Grade Level 2-4

Time Required
Approximately 30 minutes

Setting
Classroom/Library/resource area

Materials
Drawing paper folded in half
Pencils
Crayons

Objectives

- To encourage students to examine career alternatives and to begin to consider a particular profession.
- To examine the students' own sex bias, as exhibited in the lesson.

Procedures

1. Hand out a pencil, a crayon, and a piece of folded drawing paper to each child.

2. Then ask the students to complete the following sentence at the top of one fold of the paper: "When I grow up, I would like to be a _____." Allow time for discussion and exchange of ideas.

3. After all children have completed the sentence, ask them to draw themselves performing this chosen occupation underneath their sentence.

4. Next, ask the children to imagine they are the opposite sex, and to complete this next sentence at the top of the second fold of the paper: "If I were a girl/boy, I would like to be a _____." Discuss whether this difference changes their career choices. After making their decisions, the students should illustrate themselves performing this occupation.

5. Direct the children to list four occupations that women may choose on the third fold of the paper. On the fourth fold, ask students to list jobs that men may choose.

6. Ask each student to read his or her list aloud, and encourage discussion. You may elicit many controversial ideas from the students, but the idea should come across that men and women can be what they want to be, regardless of their sex.

Adaptations: Other options may include illustrating the occupations of parents and other family members. Other classification activities could be city versus country jobs, indoor versus outdoor jobs—with the emphasis on sex-role stereotyping.

Activity What's In A Name? (Subject Area: Language Arts)

Grade Level 1-3

Time Required
Approximately 75 minutes,
three 25-minute sessions

Setting
Classroom/activity area/art room

Materials
Pencils
Scissors
Large laminated alphabet cards
(capital letters)
Assorted colored construction
paper

Objectives

- To increase students' familiarity with names and their spelling.
- To allow students to cut out and uniquely decorate the letters of their own name.
- To enhance the appearance of the students' working spaces.

Procedures

1. Each student selects the letters (alphabet cards) one at a time from his or her first name, traces them, and cuts them out. Since students will have to take turns with the alphabet cards, you may have to remind them that they need not pick out the letters in the order in which they appear in the name.

2. Decoration ideas: designs and/or patterns, something that person likes, or something that begins with that letter.

3. After laminating the children's letters, mount them in visually attractive patterns on classroom walls, in corners, over doors, or in large display areas.

Adaptations: Other options include using math, science, or social vocabulary to cut out and decorate.

Activity A Scavenger Hunt (Subject Area: Language Arts)

Grade Level 4-6

Time Required
Flexible (depends on the number of items required to complete the hunt)

Setting
Classroom, school, neighborhood

Materials
One scavenger hunt list per person (see sample on following page)
Pencils
Prizes (optional)

Objectives
- To encourage the students to become more familiar with the people in their class, school, or neighborhood.
- To reinforce the fact that people are different, and that they make different choices depending on their experiences.
- To encourage the students to interact with their peers, comparing likenesses and differences.

Procedures
1. Lead off the activity with a discussion that compares the personal qualities, interests, and talents of people students know.

2. Following the discussion, explain the format for the scavenger hunt. Tell students they will be hunting for specific kinds of people, rather than objects. Mention any prizes you may be awarding. Then distribute the scavenger hunt lists to each individual. (You may want to have the students divide into teams of three or four to shorten the length of time required to complete the activity.) Let students know ahead of time how much time they will have for the activity.

3. At the end of the activity, hold another discussion or reporting session to determine what the students were able to find. They may also begin to make some generalizations about their discoveries that relate to the peoples' choices of career, life style, home environment and hobbies.

Follow-up Activity: Ask the students to draw up a list of their own to use at another time, or to administer to another class.

OUR SCAVENGER HUNT

PERSON'S NAME	INFORMATION
_____	Someone who has a rock collection
_____	Someone who has a birthday in September... Which day?
_____	Someone who has an aquarium at home
_____	Someone who has more than five brothers and sisters
_____	Someone who has been outside of the U.S.A.
_____	Someone who has a pet bird
_____	Someone who is living in a brand new house
_____	Someone who is the youngest in his or her family
_____	Someone who has had an operation
_____	Someone who makes lots of sweets for people to eat
_____	Someone who went deep sea fishing this past summer
_____	Someone who really likes to cook at home
_____	Someone who makes airplane models as a hobby
_____	Someone who has his or her own magazine subscription
_____	Someone who wants to become a doctor
_____	Someone who planted his or her own garden this year
_____	Someone who has a relative who helps us understand the importance of law and order in our society
_____	Someone whose parent is especially busy during April every year

Activity

Values Auction (Subject Area: Math)

Grade Level

1-6

Time Required

Students: One 50-minute class period

Teachers: One hour preparation

Setting

Classroom

Materials

One large sheet of paper
Magic markers or chalkboard and chalk
Four 3 x 5 cards for each auction item
Twenty chips for each team of four children
Gavel
Assorted colors of oaktag or heavy duty paper

Objectives

- To reinforce basic math skills (counting by 2's, 5's, 10's).
- To encourage team decision-making skills.
- To allow students to make value judgments through an auction format.
- To introduce students to the auction process.

Procedures

1. Teacher preparation: Select nine or ten items that your students would like to purchase. Write them on the large sheet of paper and post it where it can be seen during the auction. Cut out four 3 x 5 cards for each item to be auctioned. Select a symbol for each auction item. (For example, for a trip to Disneyworld, a picture of Mickey Mouse ears would be representative of that item.) Draw each symbol on four cards so each buyer may receive a souvenir of the auction.
2. Divide the class into teams of four. Direct the students to select one person to be the team bidder. The bidder is the only one who may raise his or her hand and call a bid.
3. Pass out 20 chips to each bidder. State the procedure for bidding (by 2's, 5's, 10's). Allow the students time to deliberate over the items they will bid on.
4. Remind the students that the items up for bid are not real.
5. Read the first item from the large sheet of paper. Describe the item and its benefits while the students decide how much to bid.

6. Call on only the bidders, and remind the students that as an auctioneer, you must accept the amount spoken by the bidder.

7. Continue the auction process, selling each item to the highest bidder, banging the gavel when an item is sold, and passing out the 3 x 5 cards to the buying team.

8. When the auction items are sold, allow the students to discuss the entire process with each other, comparing their "bargains" and buying power.

The following items were up for bid in our Values Auction:

1. Perfect health for the rest of your life.
2. Eat all you want for one year and not gain weight.
3. A trip to Walt Disneyworld for you and your family.
4. Ice cream cones for you and a friend, every day after school, for one month.
5. Live wherever you want in the world, rent free, for the rest of your life.
6. Meet your favorite TV or movie star.
7. Free school lunch for one year.
8. Your own horse and stable.
9. Spend the summer in your favorite place.

Follow-up Activity: The students should be encouraged to suggest items for other auctions, to prepare materials, and to take turns being an auctioneer, banker, and bidder.

Activity Getting Into Our Heads (Subject Area: Self-Awareness)

Grade Level 4-6

Time Required
Silhouettes: 10 minutes each
Collage: 50 minutes

Setting
Classroom or art room

Materials
Large white drawing paper
Large black construction paper
Soft (3B) pencil
Masking tape
Old Magazines
Scissors and glue
Lamp

Objectives
- To develop students' awareness of their likes, talents, and values.
- To give students' practice in following specific directions.
- To help students learn to appreciate the fact that everyone is different

Procedures
1. To make the silhouettes:
   a. Locate a blank wall.
   b. Tape white drawing paper to the wall.
   c. Direct the lamp onto the wall.
   d. Have each student stand sideways between the light and the wall.
   e. Trace the outline of the student's head.
   f. Tape the finished drawing to a sheet of black paper and cut out the silhouette, discarding the white paper.
2. Glue the black silhouette onto another sheet of white paper.
3. Allow the paper to dry. While it dries, the student might select words or pictures from the magazines that represent his or her own ambitions, hobbies, interests or thoughts.
4. When the silhouette is dry, the pictures and words can be glued onto the paper inside the shape of the head.

Follow-up Activities: This project makes a nice classroom decoration as well as a lively discussion topic. The silhouettes may also be taken home as gifts for family members, or used to decorate the student's bedroom. For a further activity, students might enjoy making silhouettes of family members, then trying to determine what that particular person might want to use to describe him- or herself.

Activity "We Love..." (Subject Area: Self-Awareness)

Grade Level 2-6

Time Required
Teacher Preparation: 30 minutes
Class time: 90 minutes

Setting
Classroom or music room

Materials
Large sheet of paper
Magic marker or chalkboard and chalk
Tape recorder with mike and tape to record the melody.

Objectives
- To increase the students' awareness and understanding of their own preferences as well as those of others.
- To have students "write," learn, and share a song based on individual choices.
- To foster positive peer relationships.

Procedures
1. Ahead of class, select a simple song that is familiar to the students and record it on the cassette tape. (Anyone with a musical background is a great resource.)
2. In class, lead the children in a discussion about the things they love. Give examples as a basis for discussion (indoor things, outdoor things, food, places, people, etc.).
3. As the students name these things, record them on the large sheet of paper (or on the board).
4. Once you have listed at least eight things (or a number that is a multiple of eight), which most everyone can agree on, you can begin to fit the words to music. When matching the words to the melody line of the song, special attention should be paid to the rhythm of the notes. (Since this process may take some time, we suggest you give students something else to work on.)
5. It will take the students approximately six 20-minute sessions to learn three complete stanzas.

Follow-up Activity: Students will enjoy performing their song for other classes, perhaps during a school assembly. Performances can be tremendously enhanced by student or teacher-made props, which the students might keep as a reminder of their unique song.

Note: The lyrics to the song produced at NES appear below.

WE LOVE...

We love ice cream in a dish,
Little tiny fish,
Playing in the snow,
and Christmas.

We love learning how to cook,
Reading a new book,
Swinging on a swing,
and popcorn.

And we love you too.

We love sliding down a slide,
Going for a ride,
Playing with our friends,
And America.

We love puppy dogs and kittens,
Wearing hats and mittens,
LIFE at N.E.S.,
and hugs.

And we love you too.

We love flying in a plane,
Riding on a train,
Swimming at the beach,
and teachers.

We love families and friends,
Money you can spend,
Porpoises and birds,
and God.

And we love you too.

Activity Who Are You? (Subject Area: Physical Education)

Grade Level K-4

Time Required
Approximately 25 minutes

Setting
Gymnasium or large open space

Materials
One broomstick (or yard-long stick) per child

Objectives

- To increase the students' awareness of the use and interpretation of body language.
- To foster the growth of students' vocabulary.
- To improve students' ability to dramatize with props and react to body language.

Procedures

1. Choose a student leader.

2. Then have each student select a stick and move to an open space in the gymnasium, making sure she or he is at least an arm's length away from other students.

3. The student leader will use his or her stick to mime different occupations and the other students will imitate, while calling out guesses as to what occupation is being portrayed. For example, a tap dancer might use a cane, a baseball player might hold a bat, and so on. Other occupations you could mime include street sweeper, carpenter, drum major, weight lifter, soldier, golfer, hockey player, baker.

Follow-up Activities: Further activities could involve other types of props--frisbees, balls, jump ropes, and hula hoops. Students could be encouraged to suggest other props that might be used to demonstrate occupations.

Activity Twenty Questions (Subject Area: Social Studies)

Grade Level 4-6

Time Required
Teacher preparation: 15 minutes
Class time: 30 minutes

Setting
Classroom

Materials
Occupations printed on 3x5 cards (one per child)
Masking Tape

Objectives
- To familiarize students with the requirements of many occupations
- To encourage students to communicate and think clearly about the varied occupations available to them.

Procedures
1. Ahead of class, print the names of various occupations on 3x5 cards.
2. In class, tape an occupation on the back of each child, without divulging what it says.
3. Allot a specific amount of time for students to move about the classroom. They may ask each other 20 questions to try to find out what their card says, but can only be given a "yes" or "no" answer.

Sample questions: Does my job require college?
Do I work outdoors?
Do I wear a uniform?

4. At the end of the designated time period, see how many children guessed what was on their card. Discuss which questions revealed the most information.

Follow-up Activities. You may want to conduct the activity again, suggesting that the students see how quickly they can determine their occupation by using the most revealing questions.

Activity Me, Myself, and I Book (Subject Area: Language Arts)

Grade Level 2-4

Time Required
Approximately 40 minutes per page, the number of pages to be determined by teacher

Setting
Classroom or art room

Materials
Activity pages for each student (illustrated on next page)
Crayons, pencils, magic markers
Meter stick
Stapler

Objectives
- To promote each child's individuality.
- To encourage each child to share and compare his or her life with classmates.
- To give each child practice in basic language arts skills.
- To allow each student to make decisions concerning personal preferences.

Procedures
1. Since children love to talk about themselves and their families, it is best to begin this activity with a short discussion about what makes us different from each other.
2. Hand out a copy of the "Vital Statistics" page to help each of them begin to take a look at him- or herself.
3. Proceed with each activity page until all required information is completed by the students.
4. Next pass out a blank page and direct the students to design a cover for their books.
5. Assemble the books using a large stapler.

Follow-up Activities: These books may be used in a display in the classroom, library, or lobby. They may also be given as a special holiday or birthday gift to a family member.

ACTIVITY PAGES FOR ME, MYSELF, AND I BOOK

My Vital Statistics This is me!

Name: _____
Birthdate: _____
Eye Color: _____
Hair Color: _____
Weight: _____
Height: _____
Age: _____
Favorite School Subject: _____
Favorite Place: _____
Favorite Time: _____

My Family Portrait

My Mom

My Dad

My Pets

My Favorite Person

3 Things That Are Like Me

1.

2.

3.

Activity

Biography-Autobiography (Subject Area: History)

Grade Level

4-6

Time Required

Paper preparation: 30 minutes
Writing: varies by student ability
Discussion: 1 class period

Setting

Classroom, library, art room

Materials

One library book per student
White drawing paper
Tea bags
Large cake pan
Quart-size pan
Black or blue pens (one per student)
Matches

Objectives

- To have students read a specific type of book.
- To help students become aware of another person's goals and career development.
- To help students appreciate another person's life experience.

Procedures

1. Ask each student to choose a famous person whom he or she finds interesting and to look for a biography or autobiography on that person in the school library (or local library). Some students may need help coming up with an idea. The teacher or students might also decide to select a particular category of people to study (e.g., inventors, pioneers, entertainers, politicians).

2. Students should be given a particular time frame within which to read their books, depending on their reading abilities or limitations. Students with special needs may need to have the book read aloud by another student.

3. In art class, begin preparing the paper as follows:
   a. Boil water in a quart-size pot and pour it into the cake pan.
   b. Add several tea bags to the water.
   c. Crumple a piece of white drawing paper into a ball, flatten it, and place it in the pan of tea. The paper should absorb the tan color easily.
   d. Remove the paper and allow it to dry. (Hang it from a clothesline or lay it on a covered surface.) After you have demonstrated the technique, help each student prepare his or her own paper.

4. This next step should be closely supervised or done by the teacher or another adult, and performed in a safe area away from smoke detectors in your building. Carefully lighting a match, burn the edges and corners of the dried tan paper. The object is to produce ragged edges to suggest great age.

5. Once students have completed their reading, ask them to write a book report. The report should be written in letter or "Dear Diary" form, to imply that it was written by the person being studied, and it should reflect some of the highlights of the person's life and career. The first draft of the students' reports should be written on regular paper, to allow for corrections and for rewriting. When the report is ready for final presentation, the students should copy it onto the tan paper in black or blue pen. (Using a fountain pen might be an interesting challenge to artistic or interested students.)

6. Once the reports have been completed, spend a class presenting the reports for student discussion. Focus on the qualities of the different people studied. How were their goals alike or different? Compare their personal experiences, values, and careers. What were their contributions? What would each person like to be remembered for?

Activity Mirror Image (Subject Area: Self-Awareness)

Grade Level K-3

Time Required
Two 20-minute periods

Setting
Classroom

Materials
One large cardboard "mirror" per student
Magazines and/or newspapers
Scissors and paste or glue

Objectives
- To encourage children to describe themselves using media materials.
- To have the class compare the "mirror images" of the students, and denote likenesses and differences.

Procedures
1. Direct the children to cut out words or pictures that describe themselves and paste them on their "mirrors."

2. When the mirrors are completed, have the children compare their images. What new things do they find out about their classmates? Do their friends have some of the same interests? What things has everyone chosen?

Follow-up Activities. Further activities could include a classroom mirror and a school mirror. The teacher might also make his or her own mirror and share it with the children.

Career Games

CAREER COMPETITION

Grade Level: 5-6

Time Required:
One half-hour or more

Objectives:
- To make students aware of the skills, tools, and kinds of education needed in a variety of jobs.
- To focus on the kinds of jobs that students may not know much about.

Participants:
Game leader (teacher or student)
Timekeeper
2 teams of equal number (no more than 5 on a team)

Materials:
1 game board, made of foam core or plywood, with hooks or small nails attached to hold placards.
3-6 descriptive placards for each job category, with two holes punched at the top so that they may be hung on the game board.
1 title placard for each job category, constructed similarly to the descriptive placards.
1 index card (referred to as job card) for each job category.
14 hooks or small nails
1 pair of dice
1 timer

Preparation: The game leader sets up the game board, propping it up or hanging it on the chalkboard, so that all in the room may see it.

The two teams sit on opposite sides of the room, preferably behind long tables.

The game leader and timekeeper sit in the front of the room, near the game board.

The game leader shuffles the job cards, choosing one randomly to begin the game. He or she then places the corresponding title placard on the game board.

Rules of the Game: Each team chooses a representative to start the game. These two people roll the dice, with the person rolling the lowest number winning the choice to play or pass. (His or her team may help decide which of these options to take.)

The person who plays first tries to name one of the items on the descriptive placards that go with job category posted on the game board. (Name the five most commonly used tools of a carpenter). If the player guesses one of the items, the game leader places the placard with that item

Photo M

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on the game board. The team then continues to try to guess the other items on the descriptive placards for that job category, proceeding in order. If that team guesses all the items correctly, they win the game. After three incorrect guesses, the turn goes to the opposing team. If the opposing team guesses correctly on its first try, it wins the game. If the opposing team's guess is incorrect, however, the team who began the game wins. If neither team succeeds in guessing an item correctly, the round is scoreless.

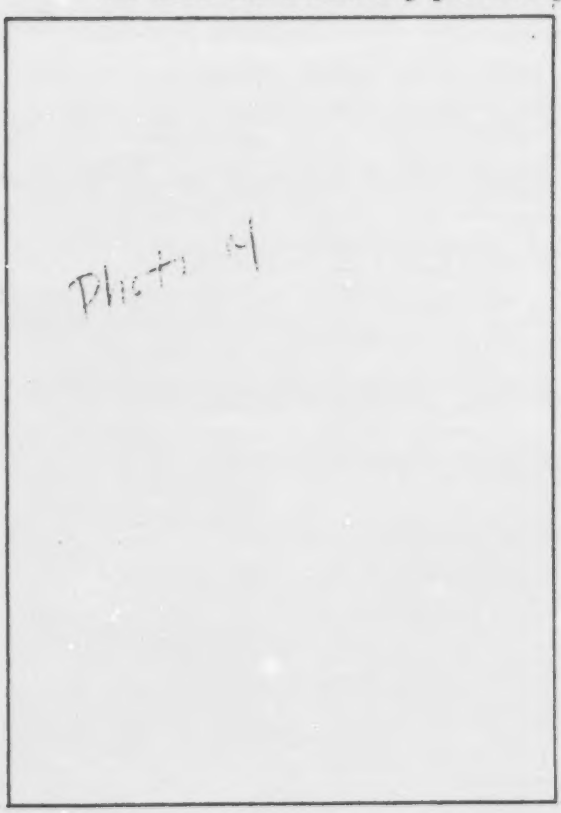
The game continues in this fashion for 3 to 5 rounds (depending on the amount of time allotted), with the team winning the most rounds winning the game.

Object of Game: TO WIN AS MANY ROUNDS as possible by correctly guessing the items or qualifications for various jobs, as listed on the descriptive placards.

NOTE: Each guess must be timed, with 60 seconds allowed for a response. If no answer is given within that time (as judged by the timekeeper), it is counted as an incorrect guess.

Each team member must respond individually, with no team assistance. The only exception is when the opposing team wins the turn (after the starting team has made 3 incorrect guesses), at which time members of the team may consult with one another to come up with one answer.

We used the following job categories:
Skills of a surveyor
Qualities of a pilot
Plumber's tools
Teacher's education
Qualities of a waiter
Veterinarian's education
Carpenter's tools
Qualities of a doctor



JOB JEOPARDY

Grade Level: 4-6

Time Required:
Variable, depending on decisions made by players

Objectives:
- To introduce the concepts of salary and budgeting.
- To enable students to experience some common career pitfalls.
- To help students become familiar with business world vernacular.
- To give students a chance to weigh such decisions as whether to enroll in college.

Participants: A student banker
2-6 players

Materials:
Job Jeopardy board (See illustration and section on preparation.)
Play money (paper bills in hundred and thousand dollar denominations)
Dice, or a spinner with numbers
Pay Raise, Pay Loss, and Chance cards
1 token per player
1 pad and pencil for each player to record each year and salary

Preparation: On oaktag or poster paper, draw a monopoly-type "roadway" on which the tokens may move. A path that wanders randomly adds variety. Divide the "roadway" into squares (or rectangles). At random, label 9 to 12 squares "Chance". Write the following on nine spaces: (See illustration.)

1. Hospital: Lose one turn and pay the bank $1,000.

2. Pay Loss Plaza: Take a Pay Loss card.

3. Pay Raise Paradise: Take a Pay Raise card.

4. Bank: Any player may borrow from $1,000 to $5,000. For each $1,000, the player must pay the bank $100 interest. The money must be repaid within one year, or the next time the player passes the Bank space.

5. Job Loss Location: Lose one half of your salary for the year.

6. Vacation Villa: Players landing on this space lose $500. (Note: This space should be located near the end of the year.)

7. College: Players landing on this space have the choice to go on or to go to college. The cost of college is $3,000 and the loss of 2 turns. However, the Base Salary rises $5,000, beginning at the start of the following year.

8. Vocational School Space: Players landing on this space have the choice to go on or to go to Vocational School. The cost of

Vocational School is $2,000 and the loss of 1 turn. Salary will increase by $3,000, beginning at the start of the following year.

9. Start Space: Base Salary of $10,000.

Write Pay Loss cards. These should have the words Pay Loss on one side. On the other side should be an amount ranging from $500 to $2,000 per year.

Write Pay Raise cards. These should have the words Pay Raise on one side. On the other side should be an amount ranging from $500 to $2,000 per year.

Write Chance cards. These should have the word Chance on one side. On the other side should be written one of a variety of chances. Typical Chance cards would be:

Go to hospital.
You may go to college for half price.
Your boss just gave you a paid vacation; go directly to Vacation Villa.
Go directly to Start.
Go to Pay Raise Paradise (where there is a stack of cards).
Go to Pay Loss Plaza (where there is a stack of cards).
Oh no! You just lost your job. Go to Job Loss Location.
You reported late to work last week. Lose $100.
You receive a Christmas Bonus of $1,000 for your good work.

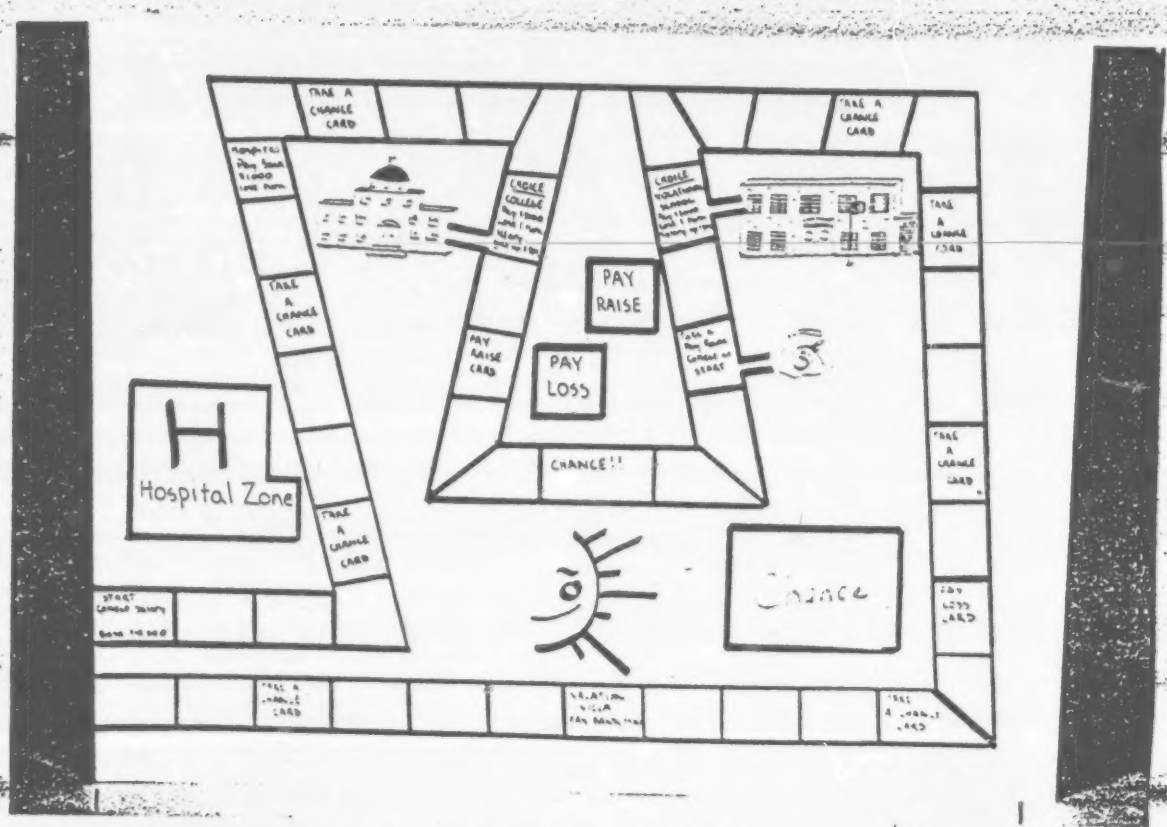
Rules of the Game: The object of the game is to amass the most money by the end of X years. Begin by deciding how many "years" the game should last (each time around the board equals one year). Choose a banker (highest number on a throw of the dice or spin of the spinner).

The player having the highest number on a throw of the dice or spin of the spinner goes first.

Each player has one throw of the dice or spin of the spinner in turn and proceeds around the board.

At the beginning of each year after the first, salary is automatically increased $1,000.

When all players have completed the required number of years, the player who has accumulated the most money is declared the winner.



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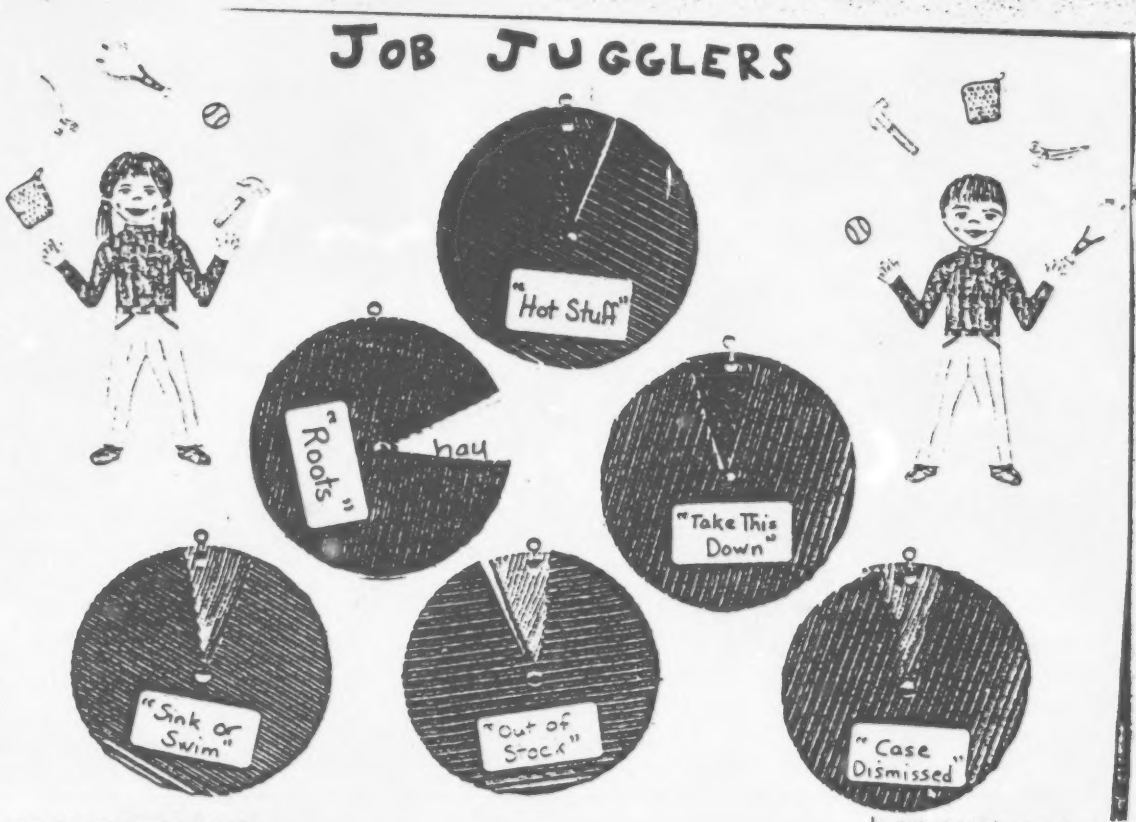

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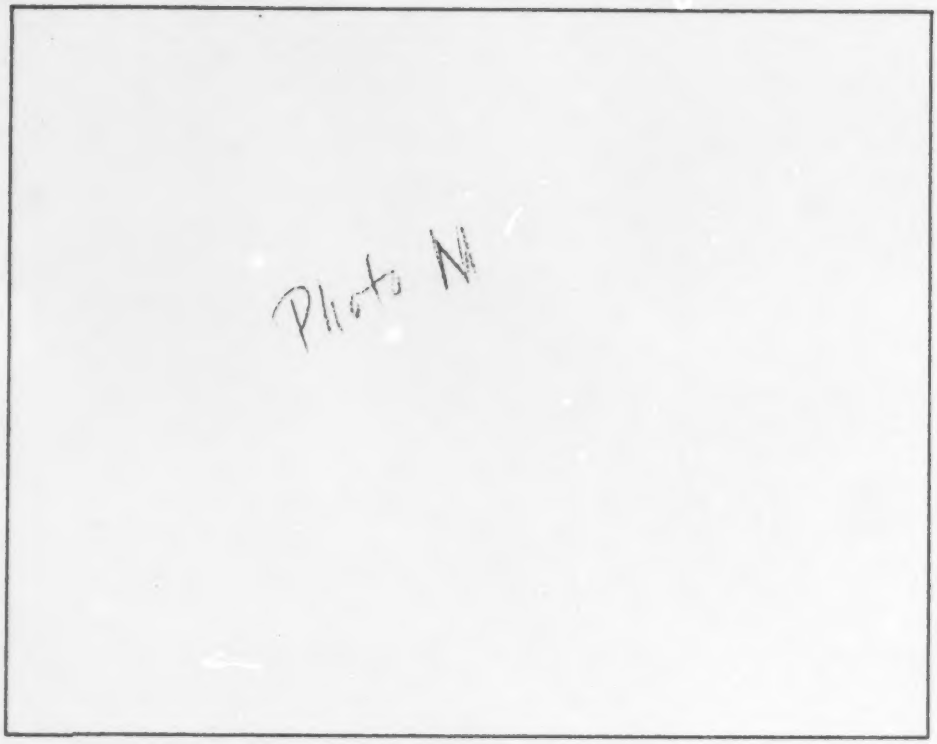
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JOB JUGGLERS

Grade Level: 3-6

Time Required:
Approximately 40 minutes

Objectives:
- To encourage students to investigate various careers, and the skills, tools, and clothing associated with those careers.
- To encourage language development, vocabulary development, the use of body language, and cognitive skills.

Participants:
Game leader (host)
Timekeeper
Two teams of equal numbers

Materials:
14 7" white oaktag circles
14 7" yellow oaktag circles
14 3 x 10" white oaktag rectangles
A 22 x 28" sheet of heavy-duty white cardboard
Five-minute timer, clock, kitchen timer, watch, or hourglass
Yellow and black magic markers
6 gummed-back hooks
Ruler
Hole puncher
Scissors
14 paper fasteners (brads)

Preparation:

1. Using a ruler and black marker, divide each white circle into eight equal parts.

2. Color one-eighth of the circle with a yellow marker.

3. In each remaining section of the circle, write a word associated with a particular career. See examples on the following page.

4. Using a ruler and scissors, cut out a 1/8 section from the yellow paper.

5. Place the yellow circle on top of the white circle, and using a paper fastener, poke a hole in the center of both circles. Fasten the brad.

6. Copy the seven words (used on the white circle) onto a 3 x 10" card This is a "host" card.

7. Repeat the entire process for each of the 14 white circles, copying the words onto the "host" cards.

8. When the circles are assembled, think of an appropriate name for each circle. Examples are given on the following page.

9. Write the chosen name on the yellow circle in bold print, and also as a title on the "host" card. Also on the host card, write the category of the words to be guessed (e.g., things associated with a restaurant).

10. Fasten the 6 gummed-back hooks to the heavy 22 x 28" cardboard sheet in a pyramid fashion. You may wish to draw people juggling on the board and/or print the name of the game in bold print.

11. Punch a hole near the top edge of the yellow-colored section of the white circle.

12. Hang six of the yellow circles on the hooks on the gameboard, and place the board on the chalktray in full view of the participating students. (The extra yellow circles may be used in case of a tie.)

13. Make sure that the yellow sections on the white circles are lined up with the cut-out sections on the yellow circles.

14. Additional circles may be made to lengthen the game. Color code the circles into sets of blue, red, green, for easy organization.

Rules of the Game: The object of the game is to acquire more points than the opposing team. Any number of students may participate, although the ideal number is 12. Divide the students into two equal teams. The students on each team will need to determine their order of participation. (A good way to decide this is to order students by name alphabetically.)

To determine which team goes first, use a method like tossing a coin. The first player selects a circle from the gameboard. The host then reads the category for the career words to be guessed. The time-keeper sets the timer for five minutes and play begins.

The first person turns the yellow circle so that only he or she sees the first word. The player then gives clues to his or her teammates who try to guess the word by calling out. When the word has been guessed, the host records a point for that team. Quickly proceeding in the same manner, the clue-giver turns the yellow circle to expose the next word. The clue-giver continues to expose words and give clues until all seven words are guessed or until the five minutes are up. The game continues with the other team's clue-giver. It ends when each member of both teams has had one turn to be clue-giver.

If a player is unable to think of a clue, he or she may choose to skip that word, but may not go back to it, even if time permits. The team scoring more points wins.

JOB JUGGLER CATEGORIES

Name: Medium Rare

Category: Things associated with a chef...

Career Words:

1. kitchen
2. hat
3. menu
4. food
5. apron
6. spices
7. restaurant

Name: Out of Order

Category: Things associated with a judge...

Career Words:

1. robe
2. gavel
3. courtroom
4. jury
5. oath
6. bailiff
7. lawyer

Name: Stick 'Em Up

Category: Things associated with a teller...

Career Words:

1. money
2. window
3. counting
4. computer
5. bank
6. drawer
7. adding machine

Name: Blackboard Jungle

Category: Things associated with a teacher...

Career Words:

1. students
2. report cards
3. recess
4. school
5. college
6. apple
7. homework

Name: Home Sweet Home

Category: People who work in a house or home...

Career Words:

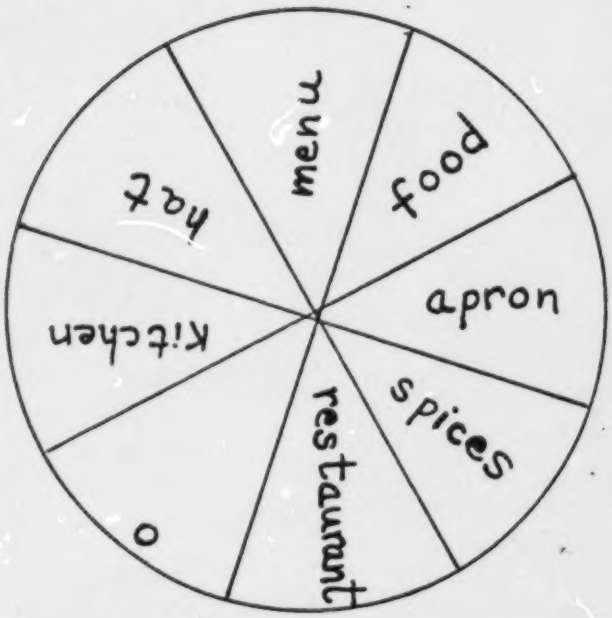
1. father
2. mother
3. babysitter
4. cook
5. carpenter
6. plumber
7. electrician

Name: Emergency

Category: People who work in a police station

Career Words:

1. dispatcher
2. chief
3. detective
4. sergeant
5. captain
6. patrol officer
7. fingerprint expert



White Circle

Yellow Circle

Host Card

"Medium Rare"
Things associated with a chef . . .

1. kitchen
2. hat
3. menu
4. food
5. apron
6. spices
7. restaurant

Host Card

"Out of Order"
Things associated with a judge . . .

1. robe
2. gavel
3. courtroom
4. jury
5. oath
6. bailiff
7. lawyer

III. Looking Into Parent Participation

Parent Involvement

Involvement of parents in an early career awareness program is a necessity if the program is to be effective and far-reaching. The parents' role in promoting career awareness cannot be ignored, as it undoubtedly has a definite influence on children's attitudes and self-image.

At NES, parental involvement in the early career awareness program was perceived as existing on two levels: in the home and in the school. We planned specific activities to bring parents into the school (for example, to view a specific assembly or exhibit, or to volunteer in some capacity concerning children's career awareness). It was hoped that by involving parents in the school activities, we would inspire them to foster at home the ideas and attitudes they had been exposed to in the various activities at school.

The first activity we planned for parents was a Career Night (described at length in the next section). At this program, members spoke about what parents could do at home to help their children develop self-awareness and to promote career awareness in children that would not be limited by traditional, stereotyped classifications of certain jobs. They were reminded that their influence, conscious or subconscious, went much deeper than they realized and that that influence is critical even at a young age, since most career choices are based on interests developed early in life. Thus, parents could capitalize on this fact by identifying and fostering their children's interests. Finally, the parents were told about specific ways in which they could become involved in our grant program, both at home and in the school. These suggested areas of involvement follow, with explanations.

PARENT INVOLVEMENT IN THE HOME

We explained to parents that they could help their children in the following ways:

Acting as a role model. Parents are role models for their children without being conscious of it. We suggested that they use this role to foster non-stereotyped images of jobs. For example, they might attempt an atypical division of household chores (e.g., father doing the grocery shopping, washing dishes, laundry, etc.). At the very least, they should monitor their own attitudes toward men and women in nontraditional careers. Rather than ridiculing or even commenting on male nurses or female construction workers, for example, they should simply take them for granted.

Including children in household chores. More and more families have two working parents or are one-parent families. We urged that children be asked to participate actively in the

general household chores, even if the mother does not work. It is important too, we pointed out, that each child vary his or her duties and not do just those that have traditionally been done by males or females. The emphasis should be on developing self-sufficiency and independence -- a realistic goal in any era. We also advised that children play some role in handling family finances, however small. This could take the form of clipping coupons for grocery stores, or keeping track of expenditures for gas or groceries. In short, their household chores should be balanced by a feeling that they are an integral part of the household, not just a live-in servant.

Including children, whenever possible, in major decision making. Parents were reminded that children are greatly affected, from an early age, by events controlled by their parents or guardians. They were urged to discuss with their children such things as moving to another house or to another town, the birth of a new child, and the death of a close relative or friend. A child needs to feel that he or she is an important contributor to the family's life. Development of a sense of self-worth is important to later career considerations.

Fostering and reinforcing good work habits and attitudes. It has already been stressed that parents have the greatest impact on a child's self-image. We asked parents, in addition to acting as role models and making efforts to include children in all major family decisions and work, to help their children develop good work habits and attitudes. These could include something as concrete and simple as dressing neatly or having good phone manners, and something as "abstract" as always trying to do one's best or never criticizing someone simply because he or she is different from you. In other words, parents should not inflict their own prejudices on their children, if they can help it, but they should ask for and expect a certain standard of behavior from them.

Discussing job possibilities. Although the discussion of various jobs or careers with one's children seems an obvious way for parents to foster career awareness, it is one that is perhaps too often taken for granted. Busy parents need to be reminded of the role they play in helping to determine their children's lifetime occupations. Their discussion of career opportunities can range from a simple dinnertime discussion to a deliberate outing to observe a specific job in action. The opportunities are everywhere; parents need only be reminded to take advantage of them.

PARENT INVOLVEMENT AT SCHOOL

We encouraged parents to get involved in their children's school activities in the following ways:

Sharing job experiences with groups of students. Most parents have had more than one type of job, if not several. We suggested to parents that they share their experiences with student groups by explaining what first got them interested in a certain job: What did they have to do to get the job? How much did they earn? Why did they leave a particular job?

The response of parents was quite good. Not only did they enjoy recounting and sharing past experiences, but they were also surprised to find just how much information they could provide about past jobs.

Helping to prepare school exhibits/programs dealing with early career awareness. Parents were asked to come up with ideas for exhibits in the school dealing with various careers. An already established core group of library volunteers proved very helpful in this task. Using their ideas, we produced one exhibit of a map of the area with various jobs pinpointed. Another exhibit showed pictures of the people employed in the school with a description of each job.

Suggesting ways to "infuse" career awareness activities into the existing curriculum. Interested parents were urged to contribute specific suggestions for integrating career awareness into the existing curriculum. This particular method of involving parents was not as successful as others, probably because parents were hesitant to suggest how teachers should rework curriculum.

Volunteering to work in the classroom on a special career project. A few projects, such as job shadowing and Career Day, were an integral part of our grant. Parents were asked to help out in organizing and carrying out these projects.

Forming a Career Awareness Advisory Council. It can be most helpful to have a group of parents coordinate the above activities. Members of a Career Awareness Advisory Council can take responsibility for bringing parents into the classroom to help with career awareness activities or to talk with students about their jobs. They can contact community workers for on-the-job-site interviewing or for job shadowing.

A Career Awareness Advisory Council may also serve a different purpose. Parents may be interested in getting together on a monthly basis to discuss topics related to career awareness, such as the effects of television or the elements of a non-sexist home environment. There are many ways in which parents can participate.

Programs for Parents

CAREER NIGHT

To introduce parents to career awareness, we held an evening program early in the year. Letters of invitation were sent home with school children. A sample letter is on the next page.

We also publicized the event through the newspaper and the local TV station.

When parents entered the elementary school on Career Night, we asked them to write their names on a "Sign-up Sheet." At the same time, we taped pieces of paper to their backs, on which the names of various occupations were written. The object of this exercise was for people to find out what "their occupation" was by asking questions of those around them. It got everyone talking and created a relaxed atmosphere in which to begin.

The first part of our program was a presentation of the eight Career Education Objectives (See "Introducing Teachers to Career Awareness"). Those elements most susceptible to parental influence (e.g., appreciation and attitudes, self-awareness, and decision-making skills) were underlined. A committee member who is herself a mother spoke about parent involvement at home. Another enumerated the ways parents can become involved at school. The audience was then invited to look at displays on programs we had begun and on ones we had planned for the coming year. Parents expressed a great deal of interest in career awareness as it relates to the total development of the child.

FORMING A CAREER AWARENESS ADVISORY COUNCIL

A second meeting for parents was planned for the purpose of forming a Career Awareness Advisory Council. We called each parent who had attended Career Night and extended a personal invitation to the second program. Due to a conflicting community event that evening, most were unable to attend. Consequently, we decided to plan our next program for the morning.

Swept along by the year's activities, we were not able to return to the question of parent involvement until much later. We scheduled a Careers Coffee for shortly after Career Day, thus making it possible to share parts of the Career Day assembly with parents -- much to their delight.

Over 15 percent of the children's parents were there to look at career art displays and to see children perform.

INVITATION TO CAREER NIGHT

November 1, 1979

Dear Parents,

It's going to be a career year here at NES, and the Nantucket Early Career Awareness Project would like to invite you to a Career Night at the Elementary School on Tuesday, November 6, at 7:30 p.m. Teachers and community members will be there to discuss the importance of early career awareness and to demonstrate the kinds of activities in which your child will be involved this year. We think you will enjoy this opportunity to find out more about what your child will be doing. As parents you are the most important influence on the growth of career awareness in your child. Please come and share with us any thoughts or ideas you may have!

If you have any questions concerning Career Awareness Night or any other aspect of the project, please feel free to call me at the elementary school (228-9256) any time between 10 a.m. and 1 p.m.

Sincerely,

Jacqueline Smith

Parents were given a map when they entered the building, indicating where each exhibit was located. After about half an hour of looking at displays, the parents were asked to gather in the library. There the children sang the Career Day songs with "Looking-In-Looking-Out" as a finale.

The children's enthusiasm and inspiration are the greatest testimony to the program's effectiveness this year. Perhaps then, more than at any other time, we could have mobilized parents to form a Career Awareness Advisory Council. We had learned that the most potent force in stimulating parent involvement is the success of the program as reflected by the students. Nevertheless, we needed to turn our attentions to the writing of this manual and thus had to leave the possibility for parent involvement only a potentiality.

Conclusion

As you adapt this program to the resources of your school and community, its shape may change. There are many other possibilities for interviewing community workers, for developing self-awareness and decision-making abilities in children, and for infusing career awareness into daily classroom activities. Nevertheless, we must emphasize that, to be far-reaching, your program must combine the unique influence of teachers and parents with the direct involvement of children. Its goal must be to inform children of the full range of careers in our society and to persuade them of their ability to hold a broad range of occupations, thereby to increase equity in the world of work.

Appendix

Bibliography

RECOMMENDED READING FOR TEACHERS

Activities for career education, grades K-3
Activities for career education, grade 2
Activities for career education, grades 4-6
Additional career awareness activities
Portland Public Schools, 631 N.E. Clackamas Street, Portland, OR, 97208, 1973
Project Coordinator: Tom Parr

These punched notebook pages and booklets describe many activities developed in 12 Portland schools. Divided by grade level and curriculum area.

And what are you planning to be when you grow up? A guide for elementary teachers K-4
Arkansas Department of Education, Capitol Mall, Little Rock, AR, 72201, 1979

This booklet contains activities designed by classroom teachers, arranged according to eight elements of career education.

Bibliography on career education
Prepared by Linda Hall and Stanley C. High, Jr.
Department of Health, Education and Welfare, Washington, D.C., 20202, 1979

All the items listed in this bibliography are available through Educational Resources Information Center (ERIC). Included are monographs and general publications of the U. S. Office of Education and reports on projects supported by the Office of Career Education.

Career education: a resource guide to children's books
Career Education Curriculum Laboratory, Florida State University, 1974
Available from the Florida State Department of Education, Tallahassee, FL 32304

This booklet was designed to acquaint educators with book resources for children and ways to use them. It includes a section on industrial arts activities.

Career education, an ERIC bibliography
Macmillan Information, 866 Third Ave., New York, NY, 10022, 1973

This book contains an annotated listing of documents and journal articles available in microfiche or hard copy through ERIC Document Reproduction Service and journal publishers.

Career education and the elementary school teacher
Authors: Kenneth B. Hoyt et al.
Olympus Publishing Co., 937 East Ninth South, Salt Lake City, UT, 84105, 1973

This book is useful for in-service teacher training and as a guide for elementary school teachers.

Career education...concepts and bulletin board ideas
Arkansas Department of Education, Little Rock, AR, 1980

This booklet contains simple, illustrated ideas.

Career education: what it is and how to do it (second edition)
Author: Kenneth B. Hoyt
Olympus Publishing Co., 937 East Ninth South, Salt Lake City, UT, 84105, 1974

A comprehensive treatment of career education, its philosophy, and its implementation in American education.

Career exploration: a curriculum guide
Rivergate Career Education Project (ESEA Title III)
Project Coordinator: John D. Ries
Portland Public Schools, 631 N. E. Clackamas Street, Portland, OR, 97208, 1974.

This booklet is designed for use with grades 6-8, stressing basic competencies in communication, computation, and interpersonal relationships.

Career search and discovery
Authors: Mary Ann Leonard and Tom Morris
The Education Cooperative, So. Natick, MA, 01760, 1976

This booklet presents a three-week social studies unit on the high school level. It is adaptable to lower grades.

Circlebook
Author: Jim Ballard
Mandala Press, P.O. Box 796, Amherst, MA, 01002, 1975

This is a leader handbook for conducting "Circletime," a curriculum of affect...human relations skill development.

Community resource directory for Cape Cod public schools
Compiled by Renée Roberts
Cape Community Exchange, 44 Old County Road, Harwich Port, MA, 02646, 1978

This booklet is an example of a well-annotated listing of community resources for public schools.

Competence Is for Everyone materials
University of Vermont (A WEEA grant project), 1978
Available from Education Development Center, 55 Chapel Street, Newton, MA, 02160

> Competence is for everyone, collected readings. Gender and the conditions of learning, edited by Martha Whalen Kent
> Competence is for everyone, intermediate level, unit 1: different people, by Martha Whalen Kent and Andrea K. Blanch
> Competence is for everyone, intermediate level, unit 2: in the minority, by Martha Whalen Kent and Andrea K. Blanch
> Competence is for everyone, intermediate level, unit 3: male and female, by Martha Whalen Kent and Andrea K. Blanch
> Competence is for everyone, intermediate level, unit 4: in our society, by Martha Whalen Kent and Andrea K. Blanch

Each title consists of two booklets, one a collection of intermediate activities and the other a teacher's guide (except for the first title, which contains collected readings). The program emphasizes the importance of developing competence regardless of differences in sex, race, or national origin.

The development of career awareness in young children
Authors: Aimée Dorr Leifer and Gerald S. Lesser
National Institute of Education, Washington, D.C., 20208, 1976

This booklet, prepared at the Center for Research in Children's Television, Harvard Graduate School of Education, reviews information about what very young children know about careers and traces the developmental course of that career awareness; describes existing career awareness curricula for young children; and recommends research and educational programs that can increase career awareness in young children. It is a good basic reference.

Dick & Jane as victims
Women on Words & Images, Princeton, N.J., 1975

This is an analysis of sex stereotyping in children's readers. Also it includes guidelines for non-sexist education and a resource list.

Directions in career education
Authors: Nancy Bridgeford et al.
National Institute of Education, U. S. Department of Health, Education and Welfare, Washington, D.C., 20208, 1977

This contains a discussion of career education at all levels, with references to abstracts contained in the last two-thirds of the book.

Dr. Jim's elementary math prescriptions
Author: James L. Overholt
Goodyear Publishing Company, Santa Monica, CA, 1978

This book contains math activities keyed by topic, grade level, and type of work.

Drop-in mathematics
Arkansas Department of Education, Little Rock, AR, 1972

This book is designed for use with high school students not bound for college and for ninth grade, using real-life problems.

Economy size
Authors: Carol Katzman and Joyce King
Goodyear Publishing Co., Santa Monica, CA, 1978

This book contains lively classroom activities connected with barter, money, and consumers' concerns.

Educational equity: the continuing challenge. Fourth annual report 1978
National Advisory Council on Women's Educational Programs

This booklet reports on progress in the direction of educational equity for girls and women through the work of Title IX, WEEA, and vocational education.

EPIE career education S*E*T, volume 1: how to select and evaluate instructional materials
EPIE Institute, 463 West Street, New York, NY, 10014, 1975

This book suggests guidelines on how to select and evaluate materials.

EPIE career education S*E*T*, volume 2: analyses of seven hundred prescreened materials
EPIE Institute, 463 West Street, New York, NY, 10014, 1975

This book lists but does not evaluate materials.

Equal rights - an intergroup education curriculum
Prepared by: Office of Equal Rights, Bureau of Curriculum Services
Pennsylvania Department of Education, Box 911, Harrisburg, PA, 17126, 1974

This book contains a curriculum (K-12) designed to aid school personnel in exploring with students the attitudes and skills that are essential to friendly and democratic relations between persons who differ in race, religion, and/or sex. There is a good math section.

Essays on career education
Northwest Regional Education Laboratory
Supt. of Documents, U. S. Government Printing Office, Washington, D.C., 20402, 1973 (Stock #1780-01147 $2.10)

This book presents a variety of opinions about career education gathered from a panel representing many fields of work.

Every number counts
Incentive Publications, Nashville, TN, 1977

This is an activity book that strengthens math skills. It also focuses on math in the 15 career clusters.

Guide for occupational exploration
U. S. Department of Labor, 1979
#029-013-00080-2, Supt. of Documents, Washington, D.C., 20402

This book groups thousands of occupations by interest, ability, and traits necessary for success. There is descriptive information on each work group.

Help wanted: sexism in career education materials
Women on Words and Images, Princeton, NJ, 1975

This booklet evaluates career education materials, and suggests guidelines for choosing them.

How to do leaflets, newsletters and newspapers
Author: Nancy Brigham, Boston Community School
New England Free Press, 60 Union Sq., Somerville, MA, 02143, 1976

This is a very useful booklet, giving design and layout techniques for offset printing and including some tips on writing and editing.

How to set up a career day
Author: James B. Nayduch
The Education Cooperative, So. Natick, MA, 01760 (no date)

This pamphlet suggests the steps and attention to details necessary in setting up a career day in a school.

Human values in the classroom, a handbook for teachers
Authors: Robert C. Hawley and Isabel L. Hawley
Hart Publishing Co., New York, NY, 10012, 1975

This book deals with approaches and activities in teaching human values in the classroom, treating them as survival skills.

Implementing career education: community involvement
California State Department of Education, P.O. Box 271, Sacramento, CA, 95802, 1977

This booklet suggests ways to find and use resources in a community. Includes a section on parental involvement.

Infusing career education into the curriculum
Author: Lana Read
Oregon Consortium for Incremental Development of Exemplary Career Education Program, Portland, OR, 1976

This booklet evaluates the Amity (OR) School District's program designed to infuse career education materials into the curriculum. It assesses its usefulness as a model for the other districts.

Introduction to drama as a learning tool
Author: Marsha Hiller
The Education Cooperative, c/o Memorial School, So. Natick, MA, 01760, 1978

This booklet contains suggestions for integrating career awareness and self-awareness into standard curriculum.

Issues of sex bias and sex fairness in career interest measurement
U. S. Department of Health, Education and Welfare, National Institute of Education, Career Education Program, Washington, D.C. 1975

This book reports on careful examinations and evaluations of career interest inventories.

Just around the corner...career awareness. A guide for elementary teachers 3-7
Arkansas Department of Education, Little Rock, AR, 72201, 1980

This booklet contains many activities and a bibliography.

Key resources in career education: an annotated guide
Authors: David V. Tiedeman et al.
National Institute of Education, Washington, D.C., 1976

This guide uses the structure of a flow diagram to orient the reader to the field of career education.

Making vocational choices: a theory of careers
Author: John I. Holland
Prentice-Hall, Inc., Englewood Cliffs, NJ, 07632, 1973

This book explains vocational behavior and suggests practical ways for individuals to attain job satisfaction. It includes the Self-Directed Search, with theory and interpretation explained in the text.

Nonsexist curricular materials for elementary schools
Editor: Laurie Olsen Johnson
Feminist Press, Box 334, Old Westbury, NY, 11568, 1974

This book describes representative lesson plans and activities being used by teachers to provide nonsexist learning environments. It includes a bibliography.

Non-sexist education for survival
National Education Association, Washington, D.C., 20036, 1973

This booklet contains addresses and lectures that primarily concern the education of women.

The original American early morning primer, a how-to-do-it guide for implementing career education in rural schools
Cashmere (WA) School District, 1977

This booklet describes the development of a career education program in a small school system. There are many good suggestions and references.

Printing it
Author: Clifford Burke
Wingbow Press, Berkeley, CA, 1972
Distributed by Book People, 2940 Seventh St., Berkeley, CA, 94710

Good book for the novice on preparing materials for printers, with much information about the printing process itself.

Project BICEP catalog of resources
Project Director: Patricia L. Duffy
Career Education Resource Center, Barnstable High School, 744 West Main Street, Barnstable, MA, 02601, 1979

A large looseleaf notebook containing an annotated list of all print and non-print materials currently available at the Resource Center on career education research, development, and practices.

Project BICEP K-6 career awareness curriculum model
Project Director: Patricia L. Duffy
Career Education Resource Center, Barnstable High School, 744 West Main Street, Barnstable, MA, 02601, 1980

Five large looseleaf notebooks containing lesson plans and activities developed by teachers and staff of Barnstable Public Schools. They include many activity sheets for classroom teachers. Available at this writing are Reading and Language Arts, Math, and Social Studies. Two more volumes are in press.

Project Equality materials
Highline Public School District #401, Seattle, WA, 98166, 1978
(A WEEA grant project) John Ross, Director

Implementing Project Equality: a workshop manual
Author: Carol B. Kaplan

This is the manual for a curriculum development project aimed at expanding students' occupational perceptions (K-6)

Assembling in sequence: a saleable work skill
Author: Jean Hueston

This booklet contains occupation simulation activities for grades 3 and 4.

Color discrimination: a saleable work skill
Author: Kris Ripley

This booklet contains occupation simulation activities in which ability to discriminate color is important, for grades K-2.

Crawling and/or squatting: a saleable work skill
Author: Margery Montgomery

This booklet designed for grades K-2 contains hands-on career education activities involving crawling and squatting, which is typical physical action of that age group.

Creativity: a saleable work skill
Author: Dick Dye

This occupation simulation packet designed for grades 3 and 4 contains many art activities, including printing, puppets, and weaving.

From cooks to carpenters, measuring: a saleable work skill
Author: Helene Kennedy

This booklet contains hands-on career education activities based on skills in measuring.

Oral persuasion: a saleable work skill
Author: Dennis W. Lee

This occupation simulation packet designed for grades 5 and 6 contains suggestions for using verbal skills in career-related activities.

"Who should" test

This is a test designed to yield information about students' perceptions of job and work role responsibility. Tests and instructions for administering at two levels, grades K-2 and 3-6, are included.

Promoting educational equity through school libraries
Authors: Karen Beyard Tyler and Allen Pace Nilsen
Arizona State University, 1978 (A WEEA grant project)
Distributed by Education Development Center, 55 Chapel St., Newton, MA, 02160

This continuing education program designed for in-service school media specialists includes an instructor's guide, five modules, and an activity book.

Read all about it
Author: Marsha Hiller
The Education Cooperative, c/o Memorial School, So. Natick, MA, 01760, 1978

This booklet contains a newspaper unit designed for the third grade.

Resources for schools. Implementing Chapter 622: exemplary programs for alleviating racism and sexism in Massachusetts schools
Author: Ann Stutz Van Winkle, Massachusetts Dissemination Project, 1979
Massachusetts Department of Education, 31 St. James Ave., Boston, MA 02116

This booklet contains short descriptions of projects developed in schools throughout the state.

Sex equity in career education (K-8) resource guide
Title IV Project Director: Dr. Robert Lewis Piper
Southeastern Massachusetts University, New Bedford, MA, 02741, 1979

This booklet lists career education objectives and gives brief descriptions of classroom activities. It contains an annotated guide to resources.

Sex equity in leadership development project 1977-1978, training guide
Title IV Project Director: Dr. Cheryl Ochs
Southeastern Massachusetts University, New Bedford, MA, 02741, 1978

This booklet describes a program to assist educators in examining personal attitudes and biases and in developing career education approaches that promote sex equity and leadership.

Sex equity in leadership development project 1977-1978, activity guide
Title IV Project Director: Dr. Cheryl Ochs
Southeastern Massachusetts University, New Bedford, MA, 02741, 1978
This is a resource guide with activities and plans that can be integrated into the curriculum (K-12).

Sex fairness in career guidance, a learning kit
Authors: Linda B. Stebbins et al.
Abt Publications, 55 Wheeler Street, Cambridge, MA, 02138
This packet was designed to interpret guidelines of the NIE Career Education Program for counselors and teachers. It includes a book, role playing cards, an audiotape cassette, and spirit masters.

Strategies in humanistic education (three volumes)
Authors: Tim Timmerman and Jim Ballard
Mandala Press, P.O. Box 76, Amherst, MA, 01002, 1975
These books contain a variety of approaches to and activities in humanistic education in the classroom.

TEC elementary career education activities manual
The Education Cooperative, c/o Memorial School, So. Natick, MA, 01760, 1975
This large looseleaf notebook contains activities and lesson plans developed by teachers. Includes a section on field trips and a bibliography.

Women's Educational Equity Act Program. Annual report, September, 1978, 3rd annual report
Compiled and edited by Marguerite A. Follett
U. S. Department of Health, Education and Welfare, Washington, D.C.
This report describes the Women's Educational Equity Act Program and analyzes and summarizes the projects for fiscal year 1978.

RECOMMENDED READING FOR STUDENTS

All in a day's work
Author: Miriam Levitt Baygell
Globe Book Company, Inc., New York, NY, 10010, 1974

A book for young people, with true stories about people on various jobs. Language arts exercises at the end of each story. Many photographs. Good for all ages. Teacher's guide available.

And what do you do?
Author: George Ancona
E. P. Dutton & Company, Inc., New York, NY, 1976

Introduces 21 people who work in careers that do not require a college degree. Many black and white photographs. Good for all ages.

Ask me what my mother does
Author: Katherine Leiner
Franklin Watts, Inc., New York, NY, 1978

This book contains photographs and brief text describing the non-stereotyped jobs of some working mothers. Good for all ages.

Aviation careers
Author: Arnold Madison
Franklin Watts, Inc., New York, NY, 1977

This book is part of the Franklin Watts Career Concise Guides series, which is suitable for grade 6 and up. Other books in the series include:

Careers in engineering and engineering technology, by Mary McHugh (1978)
Careers in the beauty industry, by Doris Cassiday (1978)
Careers in the legal profession, by Elinor Porter Swiger (1977)
Careers in the services...opportunities from mechanics to medicine, by William E. Butterworth (1976)
Chemistry careers, by L. B. Taylor (1978)
Civil service careers, by Virginia Nielsen McCall (1977)
Education careers, by Don Lawson (1977)
Hotel and motel careers, by Ralph H. Peck (1977)
TV and radio careers, by D. X. Fenton (1976)
Veterinary medicine and animal care careers, by Mary McHugh (1977)
Zoology careers, by Robert E. Dunbar (1977)

Be what you want to be!
Authors: Phyllis Fiarotta and Noel Fiarotta
Workman Publishing Co., New York, NY, 1977

This book contains more than 200 craft projects to make props for occupational role playing.

Blue jeans
Author: Jonathan Rosenbloom
Julian Messner, New York, NY, 1976

This book follows the manufacturing process of blue jeans, from the cotton field to the store, showing the work of many people. Good for upper elementary grades.

Boys and girls, girls and boys
Author: Eve Merriam
Holt, Rinehart & Winston, New York, NY, 1972

A non-stereotyped picture book about the roles of girls and boys.

Career world 1
Curriculum Innovations, Inc., 501 Bank Lane, Highwood, IL, 60040

A monthly magazine about careers, designed for grades 4-6, which may be ordered in quantities for classroom use. Each issue features a certain group of occupations.

Careers in a department store
Author: Lavinia Stanhope
Raintree Editions, Milwaukee, WI, 1976. Distributed by Childrens Press.

This is part of The Whole Works Series. Suitable for grades 3-6. Other books in the series include:

Careers in publishing and printing, by Eleanor Felder (1976)
Careers in an airport, by Gary Paulsen (1977)
Careers in a supermarket, by Joy Schaleben-Lewis (1977)
Careers in a hospital, by Joy Schaleben-Lewis (1976)

Careers in management for the new woman
Author: Gloria Stashower
Franklin Watts, Inc., New York, NY, 1978

This book is part of a new series designed to help today's young woman choose the life style that is right for her within the profession best suited to her abilities. Good for grade 6 and up.

Other titles include:

Careers in education for the new woman, by Kiki Skagen (1977)
Careers in journalism for the new woman, by Megan Rosenfeld (1977)
Careers in medicine for the new woman, by Carol Jochnowitz (1978)
Careers in politics for the new woman, by Alice Lynn Booth (1978)
Law and the new woman, by Mary McHugh (1975)
Psychology and the new woman, by Mary McHugh (1976)

Children's dictionary of occupations
Author: William E. Hopke
Career Futures, Inc., Philadelphia, PA, 1974

This dictionary contains simple definitions and descriptions for young children and is illustrated with pen and ink sketches.

Contributions of women in education
Author: Mary W. Burgess
Dillon Press, Inc., Minneapolis, MN, 1975

This book contains brief biographies of six influential women. For grade 6 and up.

Exploring careers
U. S. Department of Labor, Washington, D. C., 1979
Bureau of Labor Statistics Bulletin 2001

This big book is designed especially for upper elementary and junior high students. It is an excellent resource, with essays, questionnaires, and games providing information that will help students assess their interests and talents in order to make career choices.

Exploring careers in the humanities, a student guidebook
Author: Jean Workman
Technical Education Research Center (Supt. of Documents), Washington, D.C., 1976

This series of books was developed to provide students who are interested in the arts and humanities with information about the many types of jobs available and the education that will be necessary to fill those jobs. Other books in the series include:

Exploring dance careers, by Richard Cornell (1976)
Exploring music careers, by Richard Cornell (1976)
Exploring theater and media careers, by Michael Allosso (1976)
Exploring writing careers, by Mary Lewis Hansen (1976)

Fish for supper
Author: M. B. Goffstein
Dial Press, New York, NY, 1976

A non-stereotyped picture book about grandmother's daily fishing activities. Fun for all ages.

He bear, she bear
Authors: Stan and Jan Berenstain
Beginners Books (Random House), New York, NY, 1974

A popular picture book about the Bear family, showing many jobs done by both males and females.

Heroines of '76
Author: Elizabeth Anticaglia
Walker and Company, New York, NY, 1975

This book tells about the lives and work of 14 outstanding women of the American Revolution. Good for grade 5 and up.

I can be anything
Author: Joyce Slayton Mitchell
College Board Entrance Examination, New York, NY, 1978

This book looks at 108 careers. It includes listings of required personal skills and recommends colleges.

I can make it on my own...functional reading ideas and activities for daily survival
Authors: Michelle Berman and Linda Shevitz
Goodyear Publishing Company, Santa Monica, CA, 1978

This book is designed for upper elementary and junior high students, to develop competence in dealing with everyday reading materials and in reacting independently to real-life situations. It includes many activities, including some for the homebound.

Jobs for which you can qualify if you're a high school graduate
U. S. Department of Labor, Washington, D.C., 1979

Part of a series of useful, specific pamphlets. Others in the series include:

Jobs for which you can qualify if you're not a high school graduate
Jobs for which you can train through apprenticeship
Jobs for which you probably will need a college education
Jobs for which you probably will need some college or specialized training

Just the thing for Geraldine
Author: Ellen Conford
Little, Brown & Co., Boston, MA, 1974

A book about Geraldine (an opossum), who knew better than her parents what she wanted to do. A good read-aloud book.

Looking forward to a career in education
Author: Lucile Moses
Dillon Press, Inc., Minneapolis, MN, 1976

This book describes the requirements and opportunities for a variety of careers in the field of education. It is part of a series, Looking Forward to a Career, which includes books on accounting and finance, advertising, agriculture, air transportation, architecture, art, building trades, church vocations, computers...and others.

Mommies at work
Author: Eve Merriam
Scholastic Book Services, Englewood Cliffs, NJ, 1961

A picture book showing mothers at home and in various other types of work.

My mother the mail carrier
Author: Inez Maury
Feminist Press, Box 334, Old Westbury, NY, 11568, 1976

This is a liberated bilingual (Spanish-English) picture book.

Occupational outlook handbook, 1978-79 edition
U. S. Government Printing Office, Washington, D.C., 1978
Bulletin 1955

This book, which is revised every two years, provides information on all the job clusters...opportunities available, training required, average pay. Good for grade 6 and up.

Owliver
Author: Robert Kraus
Windmill Books, New York, NY, 1974

A picture book. Owliver had a mind of his own. What he became when he grew up came as a complete surprise to his parents.

People at work
Author: Mary Alice Lober
Hallmark Cards, Inc., Kansas City, MO (no date)

A pop-up book for young children about careers.

Richard Scarry's busiest people ever
Author: Richard Scarry
Random House, New York, NY, 1976

A picture book, with animals in many, many jobs.

Richard Scarry's what do people do all day?
Author: Richard Scarry
Random House, New York, NY, 1968

A picture book showing many occupations, including tools and places of work.

What can she be? An architect
Authors: Gloria and Esther Goldreich
Lothrop, Lee & Shepard Company, New York, NY, 1974

Each book in this series shows a real woman at work in her job and at home with her family. A good series that includes:

- What can she be? A farmer (1976)
- What can she be? A film producer (1977)
- What can she be? A geologist (1976)
- What can she be? A lawyer (1973)
- What can she be? A musician (1975)
- What can she be? A newscaster (1973)
- What can she be? A police officer (1975)
- What can she be? A veterinarian (1972)

What does a lifeguard do?
Author: Kathy Pelta
Dodd, Mead & Company, New York, NY, 1977

This book describes the variety of duties performed by lifeguards. It is one of a series of books, which includes books about coast guardsmen, congressmen, cowboys, peace corps volunteers, secret service agents, senators and veterinarians.

Yellow pages of learning resources
Editor: Richard Saul Wurman
M.I.T. Press, Cambridge, MA, 1972

This book opens up the world of the city and all its resources to students and teachers.

RECOMMENDED READING FOR PARENTS

Learning activities for preschool children
Author: Ellen B. DeFranco
Olympus Publishing Co., 937 East Ninth South, Salt Lake City, UT, 84105, 1975

This book contains practical activities for parents to do with their children at home.

Non-sexist education for young children, a practical guide
Author: Barbara Sprung, Project Director, Women's Action Alliance
Citation Press, New York, NY, 1975

This is a practical guide for teachers and parents on how to avoid and counteract sex stereotyping.

Non-sexist learning and teaching with young children
Author: Sheila Morfield, Lesley College Graduate School and the Cambridge (MA) Public Schools, ESEA Title IV-C
N. E. Free Press, 60 Union Square, Somerville, MA, 1978

This booklet contains suggestions of simple activities for young children. There is also an annotated bibliography.

Workjobs...for parents
Author: Mary Baratta-Lorton
Addison-Wesley Publishing Co., Reading, MA, 01867, 1975.

This book gives directions for manipulative activities designed to help children develop language and numbers skills, and the ability to see relationships and make judgments.

Your child's career
Author: Garth L. Mangum
Olympus Publishing Co., 937 East Ninth South, Salt Lake City, UT, 84105, 1977

A guide to home-based education to help children learn about the world of work in a positive way.

Your child's intellect
Author: Theodore H. Bell
Olympus Publishing Co., 937 East Ninth South, Salt Lake City, UT, 84105, 1973

A guide for young parents who wish to help their children learn how to learn. It suggests practical applications, using easily obtained materials.

MULTIMEDIA MATERIALS

Beginning concepts/people who work
Scholastic Magazines, Inc., Englewood Cliffs, NJ, 1975

Five sound filmstrips, paper hats, punch-out finger puppets. The filmstrips explore the jobs of five real people--doctor, baker, quilt maker, park ranger, toy manufacturer--emphasizing the relationship of job to family life.

Building match-ups
Developmental Learning Materials, Niles, IL, 60648, 1974

Eight master cards, forty-eight small cards, and a guide. Matches up buildings with objects or persons who might be found in those buildings.

Career association cards
Developmental Learning Materials, Niles, IL, 60648, 1976

Set of 30 cards designed to help students think in categories about careers.

Career awareness series I
Educational Activities, Inc., Freeport, NY, 1973

Four sound filmstrips and guides showing people at work in school, at a hospital, at a construction site, at an airport.

Career awareness series II
Educational Activities, Inc., Freeport, NY, 1973

Four sound filmstrips: "Gary gets a bankbook," "The department store story," "At home in a hotel," "The newspaper goes to press."

Career card file
Developmental Learning Materials, Niles, IL, 60648, 1976

Box of 225 activity cards concerning career awareness and 9 occupations. Investigates careers and develops reading and math skills. Includes games.

Career cards
Milton Bradley Company, Springfield, MA, 01101, 1977

Thirty full-color cards for twenty awareness activities.

Career discoveries: people who create art
Guidance Associates, Pleasantville, NY, 1972

Four sound filmstrips, including information about a puppeteer, a designer, and a musician.

Career discoveries: people who work in science
Guidance Associates, Pleasantville, NY, 1972

Four sound filmstrips, including information about a recording engineer, a marine scientist, and a laboratory technician.

Careers: a supplemental reading program, Level A
Harcourt Brace Jovanovich, New York, NY, 1975

Box containing 64 (9 x 12) story folders covering 32 careers, 64 activity cards, 30 student management folders, a poster, and a sound filmstrip. Various reading activities inform students of a wide range of careers. Good for grades 5 and 6.

Careers lotto kit
Milton Bradley Company, Springfield, MA, 01101, 1976

Three lotto games: people and tools, people and places, people and people.

Careers that help people, part 1
Learning Tree, Boulder, CO, 1975

Four sound filmstrips showing the work of police, firefighters, medical technicians, and others.

Community careers
Instructo Corp., Paoli, PA, 19301
Produced with the cooperation of the Women's Action Alliance.

Flannel board figures of men and women in non-sexist working roles, plus occupational tools and props.

Expanding career awareness
Instructo Corp., Paoli, PA, 19301, 1976

Poster, 2 hat wheels, 30 career cards, 4 activity cards, 2 direction cards, 6 ditto masters, guide.

Familiar sounds - careers
Developmental Learning Materials, Niles, IL, 60648, 1978

One audiotape cassette, forty black and white picture cards, guide. Identification of fifty sounds from ten career areas.

Focus on the future
Cleveland State University, 1978 (A WEEA grant project)
Distributed by Education Development Center, 55 Chapel Street, Newton, MA, 02160

A WEEA project designed to reveal biases and stereotypes. Two manuals and a picture stimulus set.

Free to be...you and me
Free to Be Foundation/McGraw-Hill, New York, NY, 1975

Six sound filmstrips, book, poster, games. A lively, non-stereotyped program based on the musical film of the same name.

I wonder what I'll be?
Authors: Betty and Cecil Simpson
Shawnee Press, Inc., Delaware Water Gap, PA (no date)

Sixteen duplicating masters of song sheets, a cassette tape recording of the songs, fourteen duplicating masters of activity sheets--all having to do with careers.

Job puzzles
Developmental Learning Materials, Niles, IL, 60648, 1978

Set of eight heavy cardboard puzzles showing individuals at various occupations.

Judy puzzles: Car mechanic, Dentist, Doctor, Pilot, Telephone lineperson
The Judy Company, 1974-76

A series of wooden puzzles (11-22 pieces) depicting women in non-traditional occupations.

Many thousand words...work pictures
Highline School District #401, Seattle, WA, 1978.

Developed as part of Project Equality, but can be used separately. Looseleaf notebook with 18 pictures of children and jobs and 29 pictures of adults in various non-stereotyped jobs. An excellent resource that includes discussion questions.

Occupation photographs
Developmental Learning Materials, Niles, IL, 60648, 1976

Twenty 8½ x 11 black and white photographs of occupations, mostly trades and community services. Non-stereotyped.

Our helpers
Milton Bradley Company, Springfield, MA, 01101, 1974

Twelve play people, printed on both sides of stiff cardboard, with plastic stands. Non-stereotyped.

Part/whole lotto
Milton Bradley Company, Springfield, MA, 01101, 1975

A game to develop language and perceptual skills, featuring people in various jobs.

People at work
The Instructo Corporation, Paoli, PA, 1975

Twenty-four pictures of real people working at a variety of jobs. Non-sexist, non-traditional approach.

Robot
Fun-da-mentals, 1972. Obtained from Toys That Care, Box 81, Briarcliff Manor, NY, 10510

Nineteen matching pairs of cards portraying varied occupations; each card shows a man and a woman doing the same job.

Signs and symbols flash cards
Milton Bradley Company, Springfield, MA, 01101, 1973

Fifty-six signs and symbols students are likely to encounter in their environment. The symbols have been designed for quick communication and are used by all members of society.

So many jobs to think about, set 1
Educational Development Corp., Lakeland, FL, 1974

Four sound filmstrips showing the work of an auto mechanic, a construction supervisor, a plant nursery salesperson and a veterinarian.

So many jobs to think about, set 2
Educational Development Corp., Lakeland, FL, 1974

Four sound filmstrips showing the work of furniture designers, a teacher, a news reporter and a park ranger.

When I grow up I can be
ACI Films, Inc., 35 West 45th Street, New York, NY, 10036, 1974

Five sound filmstrips concerning the work of a builder, a community service worker, a mechanic, a hospital worker, and a food processing worker.

Women pioneers
Educational Activities, Inc., Freeport, NY, 11520, 1976

Four sound filmstrips about women pioneers in medicine, politics, transportation, and sports.

The work of the women
The Womenfolk Song Project, Educational Activities, Inc., Freeport, NY, 11520, 1975

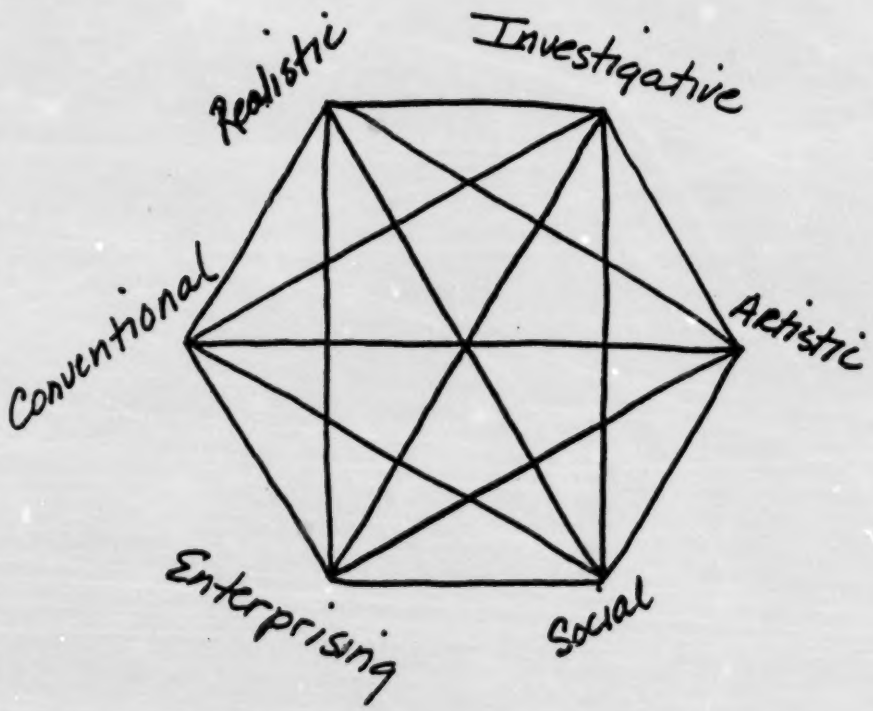
A 12" 1p record containing 11 songs about the work of women over the years. Includes a guide with many references to background material for teachers and students.

RIASEC

PREFACE

RIASEC owes its beginnings to the work of John L. Holland, Ph.D., whose theory of careers gave us the prototypes, the hexagonal spaceship, and the name RIASEC. Dr. Holland's theory is a typology of personality and environment for which he gives a hexagonal mode. There are six kinds of personalities and environments: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. These take the shape of a hexagonal continuum, all people coming between. This theory is used as a basis for the Self-Directed Search, a career guidance tool. Our sixth-graders used the Self-Directed Search and began to explore their interests.

Some of us were interested in the types and the model and decided to use them as a point on which to hang our tale.



OVERTURE (Piano)

(CURTAIN REMAINS CLOSED. STUDENTS GATHER FROM VARIOUS DIRECTIONS. THEY HAVE YO-YOS, BALLS, PAPER AIRPLANES, RUBBER BANDS, ETC. STUDENTS ARE ALL DRESSED EXACTLY ALIKE IN TYPICAL SCHOOL CLOTHES, AND ALL WEAR GLASSES WITH FAKE NOSES.)

RO: Hey! How's it goin'?

KO: Oh, just the same as always.

HO: Hi! What's new?

JO: Nothing!

MO: How'd you do on that vocabulary test?

BO: Same as usual - not good, not bad - just the same.

PO: Boy, it's true ... nothing ever changes around here.

LO: Even with the new school ... school is still school!

RO: We have to come here ... and we have to do what they tell us.

KO: We're slaves to the school!

HO: Yeah, and I thought slaves were freed long ago.

JO: Nothing ever changes.

MO: It's BORING!

BO: We even had that line in last year's play.

MO, PO and LO: It's BORING!

SO: (ENTERS) Hey! Listen to this. It's a new hit! It's by the Gibbledee Dibs!

PO: Gibbledee Dibs? Who are they?

LO: Never heard of them!

SO: Just listen. It's great! Sounds like outer space. (PUTS CASSETTE IN RECORDER)

SONG (OVER P.A. SYSTEM ... RECORDED EARLIER WITH SPACEY SOUNDS; PERHAPS SLIGHTLY SPEEDED UP. KIDS REACT, DANCE, ETC.)

Whaddle I do - Who'll I be?

Whaddle I do and who'll I be
Folly dee doll and gibbledee dee
Whaddle become of liddle old me
When I grow up I want to be
Somebody

Where'll I go who'll I see
How'll I know what I can be
Folly dee doll and gibbledee dee
When I grow up I want to be
Somebody

(2nd time through) Somebody Somebody Somebody

I don't want to be president
But I'd like to help to set things right.
This little planet needs a lot of fixin'
Before we see the end of night.

I don't want to be Super Kid
I don't want to do what my parents did
I just wanna be rich and famous
And well beloved by all.

Repeat 1 and 2

RO: It's stupid!

KO: It's bad!

HO: I don't like it!

JO: I do!

MO: I can't understand the words ...

BO: What's it about anyway?

PO: It's got good vibes ... really jazzy!

LO: Sure ain't rock and roll.

RO: I don't know about you, but it really speaks to me.

KO: Who are the Gibbledee Dibs anyway?

HO: Sounds like Alvin the chipmunk.

JO: Same old hokum.

MO: Same old sounds.

BO: Same old feelings.

MO, BO and PO: Same, Same, Same ...

(UNEARTHLY NOISE IS HEARD ON STAGE)

RO: What's that?

KO: I don't know.

HO: Sounds like close encounters.

JO: Wow!

MO: I'm afraid to look.

BO: Me too!

PO: Let's all look together.

LO: You get that side.

RO: 1, 2, 3 ready? Pull! (THEY PART THE CURTAIN AND THE CURTAIN OPENS TO REVEAL RIASEC. IT IS VIBRATING AND MAKING ITS NOISE.)

KO: Wow!

HO: Holy Cow!

(A NEW NOISE BEGINS)

JO: Look!

(THEY ALL HUDDLE, FRIGHTENED, OFF DOWN LEFT)

NESIANS EMERGE, STRETCHING AND LOOKING AROUND. (THEY ARE ALL MANNER OF UNUSUAL CREATURES. SOME ARE THREE KIDS IN ONE COSTUME, THUS HAVING 3 HEADS. SOME ARE BOXED, SOME PADDED. ALL ARE DRESSED IN GOLD, SILVER AND WHITE.)

SKEM: This looks like a good spot for a travel break.

BLUK: Yes indeed-y do.

GORDRIT: We can rest and regenerate, rendezvous and revitalize, recapitulate and reconnoiter ...

GRUZE: Yes, yes, Gordrit, we know. You can stop now.

KINIK: And we can check all our resources and be sure we are in tip-top shape for our mission.

MYGROT: (SEEING THE KIDS) Well, well, well, well, well ... We are not alone.

ALL NESIANS SAY HELLO TO ALL KIDS: Hello, hello, hello, hello, hello, hello, hello, hello, hello, hello.

SPECS: Hope we're not intruding. You don't need this space for a little while, do you?

RO: I - I - I - I ...

KO: Uh, Uh, Uh.

HO: Yes! I mean no! I mean it's okay. I mean wow!

GRANIS: I think we've frightened you. Don't worry, we're just passing through.

KROT: Allow us to introduce ourselves.

BROGGLEG: We are Nesians, from the planet Nes. We are different.

ALL KIDS: You sure are!

SONG

Different

I am I am I am a Nesian
I am I am I am a Nesian
I am I am I am a Nesian
I am different in every way.

I have my own hopes
I have my own dreams
I have my own plans
I have my own schemes
I have my own wants
I have my own needs
I am different in every way.

JO: Wow! I've never seen anything like you.

SKEM: It's true ... we are different.

BLUK: We thrive on difference.

GORDRIT: That's how we accomplish astonishing deeds.

MO: What do you mean? What are they?

GRUZE: You'll see.

KINIK: Watch and listen.

MYGROT: Here comes the Queenking.

(MUSIC NOISE ANNOUNCES THE QUEENKING - SLOW CURTAIN CLOSE)

SCENE PLAYED IN FRONT OF CURTAIN

QUEENKING: Nesians attend! Hear the announcement of mission Hexagon, number 6,666.

The Gibbledee Dibs of planet Gibble need our help. They are being threatened by the bad guys.

Our mission, should we decide to accept it, is to vanquish the bad guys.

ALL NESIANS: Yeah! Hooray! Okay!

BO: Did he, she, say Gibbledee Dibs?

PO: I think so.

LO: Excuse me ... how are you going to do it?

QUEENKING: What's that?

LO: How are you going to vanquish the bad guys?

QUEENKING: Oh, we're not, really. The Gibbledee Dibs will have to fight their own battles in the long run. We'll just show them how.

RO: How?

QUEENKING: It's very complicated really, but I can explain it quite simply. Each being is different (not just Nesians).

Some of us are good at some things
Some of us are good at others
But each of us is good at some thing

So by working with each other
We can tackle all our bothers

And by pitting all our strong points
Against all of our weak points
By doing what we can do
and ignoring what we can't do ...

KO: Wait a minute! Wait a minute! You're really confusing us.

QUEENKING: Okay, why don't you come with us?

SKEM: You'll see for yourselves.

BLUK: You'll have some fun.

GORDRIT: You'll meet the perpetual Puppet Prototypes and see the Prototype Puppet Show.

GRUZE: And we'll bring you right back to this very same spot.

HO: Prototypes?

JO: Puppets?

MO: Lets go!

BO: Okay, okay! Let's go!

QUEENKING: Come aboard.

(CURTAIN OPENS: SCENE IS PEANUT BUTTER BAR)

BARKEEPER: Welcome! Welcome everybody to the Peanut Butter Bar. We have music and dancing, jokes and entertainment. Who's got a joke?

SKEM: Did you hear the one about the Olympic gold medal winner?

CROWD: No, No, etc.

SKEM: She's a surgeon!

CROWD: Ha, Ha, Ha, etc.

BLUK: Did you hear the one about the waitress?

CROWD: No, No, ... etc.

BLUK: She flies her own plane.

CROWD: Ha, Ha, etc.

GORDRIT: Did you hear the one about the teacher?

CROWD: No, No, No ... etc.

GORDRIT: He is the captain of his own boat.

CROWD: Ha, Ha, yeah, etc.

GRUZE: Did you hear the one about the hairdresser?

CROWD: No, tell us ... etc.

GRUZE: She's a farmer.

CROWD: Bravo, yeah ... etc.

KINIK: Did you hear the one about the editor?

CROWD: No, hush, tell us ... etc.

KINIK: He's a policeman.

CROWD: Yeah, bravo ... etc. (SNAPPING FINGERS)

MYGROT: Did you hear the one about the musician?

CROWD: No, No ... etc.

MYGROT: He teaches fencing!

CROWD: Good, cheers, ha ha, etc.

SPECS: Did you hear the one about the scientist?

CROWD: Oh, tell us, please.

SPECS: She won the Boston Marathon!

CROWD: Bravo, yeah ...

GRANIS: Did you hear about the bookkeeper?

CROWD: No, tell us ...

GRANIS: He's a gourmet cook!

CROWD: Good one, yeah.

KROT: Did you hear about the veterinarian?

CROWD: No, No ...

KROT: He's a football quarterback!

CROWD: Good, Bravo Yeah ...

(APPLAUSE, CHEERS, WHISTLES, ETC.)

BROGGLEG: Quiet, quiet everyone. It's time for the Prototype Puppet Show.

(PUPPETS ARE PRESENTED ON TOP OF BAR)

BARKEEP: Today our prototypes have been asked to study and comment upon ... peanut butter!

BROGGLEG: Each prototype has been given a jar of peanut butter to sample and we will try to find out which brand is the best.

BARKEEP: First, Rolly Realist.

REALISTIC: Hi, I'm Rolly Realist and I have Brand R. Brand R is by far the best because it's cheap, tastes good, good for you, and people eat it up. Thank you. Thank you.

BROGGLEG: Thank you Realist. And now, Investigator.

INVESITGATOR: Hi, I'm Hairy Investigator. I have delved into the various properties of Brand I. Brand I is superior in many ways. It contains appropriate proteins, unsaturated oils, and proper peanuts -- in just the right proportions. And it is vacuum packed to preserve freshness. I appreciate your intelligent attention.

BARKEEP: Thank you. And now, Airy Artist.

ARTIST: And a glamorous greeting to you all. I am Airy Artist. Brand A is indubitably delicious. It's delicate smoothness blends in creamy luxury that is a delight to eye, mind, nose, and mouth. You'll love it. I love you, you're wonderful!

BROGGLEG: Thank you, thank you Artist.
Now we hear from Super Social.

SUPER SOCIAL: Howdy, howdy, howdy.
Ho, ho, ho.
I'm Super Social.
How's it going? How's it going?

Brand S is super special peanut butter. I'm going to let you in on a little secret.
Brand S is best because ... everybody likes it!
Nice talking to you, see you soon.
Carry on, carry on.
Have a good day!

BARKEEP: Thank you, Super. Next we'll hear from Enterprising Erky.

ERKY: Step right up humans and Nesians and take advantage of this amazing opportunity. Brand E P. B. is gonna get you where you wanna go -- right to the top! It's the chance of a lifetime! Don't miss it!

BROGGLEG: Good, good, thank you, Erk. Last but not least, we have our Conventional Couple, good old apple pie Mom and Dad.

COUPLE: (SHYLY) We've been using Brand C now for 50 years. It's always been the best ... always will be. Can't think why anybody'd want to use anything else. We grew up on it and we've raised our kids on it. Can't go wrong with Brand C.

BARKEEP: Wonderful, wonderful. Thank you. Now we've heard from all our Prototypes. Unmask the peanut butter, please. Why ... could it be?

Yes it is! It's all the same brand.

Brand RIASEC!

Let's hear it humans and Nesians for RIASEC!

CROWD: Hooray! Yeah! etc.

QUEENKING: Attention, please.
Planet Gibble approaching.
Fasten your feetbelts!

Before we land, we'll take a look at the Gibbledee Dibs. As you know, they are being threatened by the bad guys. They're a little worried right now. Don't worry; it's only natural. Gibble is a young planet, you see.

It's just about 11 or 12 years old.

The Gibbledee Dibs are that age, too. They are just beginning to find out about a lot of things.

(CURTAIN)

MORK: Oh, excuse me. Nanoo, Nanoo. Just passing through. Isn't it funny how complicated things are? So we rush around trying to make them simple.

Simple is just the opposite of what they are, complicated!

Here come the Gibbledee Dibs.

Nanoo, Nanoo.

(CURTAIN OPENS TO RIASEC SET)

SONG:

I'm Lonely

I'm lonely ... I'm all alone with me
I'm only young
I'm all - what's yet to be.
I haven't been much yet
I simply haven't had time
But what I'll blossom into
Is anyone's guess but mine.

I'm lonely
I'm full of feeling "new"
I'm a little scared
I don't know what to do
But that's the way things are
Right now I'm all alone
And everything up ahead of me is simply
Quite unknown.

(DOWN POSITIONS)

ALL GIBBLEDEE DIBS: Look - RIASEC is here! It's them, the heroes. Oh boy! Oh boy! Help us! Help us! (JUMPING UP AND DOWN).

QUEENKING: Slow down, slow down, slow down! (GIBBLEDEE DIBS GO SLOWED DOWN BACKWARD TO THEIR POSITIONS). Now think about what you can do. Then put your heads together. Then get ready to tackle the bad guys.

(HYPNOTIC-LIKE, THEY SLOW DOWN AND BACK INTO THEIR POSITIONS AGAIN. THEN WE SEE THEM MIME: GETTING TOGETHER AND SHARING IDEAS, THINKING OVER, BEING READY TO TACKLE THE BAD GUYS)

(CURTAIN CLOSES. ORGAN MUSIC SOAP OPERA STYLE)

SOAP OPERA ANNOUNCER: Will the Gibbledee Dibs learn to work together? Will they come up with a plan? Will they beat the bad guys or will the bad guys beat them? Stay right where you are for the exciting conclusion!

(CURTAIN - PEANUT BUTTER BAR SCENE)

GIBBLEDEE DIBS SEATED IN BAR. BAD GUYS COME IN. GIBBLEDEE DIBS JUMP BEHIND TABLES AND HIDE.

BAD GUY 1: This planet ain't big enough for both of us. You guys got 25 padaboos to split.

GIBBLEDEE DIB 1: We're not running from you bad guys. You can leave peaceably or we'll drive you out. We're ready to fight if you make us.

BAD GUY 1: (DRAWS FINGER AND GOES "BANG." THIS STARTS THE STRANGE EFFECT OF SLOW MOTION, ACCOMPANIED BY EERIE SOUNDS. A BRAWL ENSUES, MORE AND MORE KIDS GETTING INVOLVED UNTIL ALL GIBBLEDEE DIBS AND BAD GUYS HAVE HAD A CHANCE TO EXHIBIT EXPERT GYMNASTIC SLOW MOTION WIZARDRY. SOAP BUBBLES, BEAN BAGS ... WHATEVER CAN BE WORKED INTO IT. MUSIC ACCOMPANIMENT PERHAPS TO HIGHLIGHT.)

GIBBLEDEE DIBS: We've won, we did it! Hooray! Yippie!

FINALE SONG ... ALL CHARACTERS:

Hooray For Me

Hooray for me
I'm different as you see
And I'll never be the same again

And one plus one makes more than two or three

And we'll never be the same again.

Whatever are my plans or dreams
Whatever are my goals
Whatever I might want to be
I start right here and now with me.

Hooray for me, we're different as you see.
We're Gibbledee Dibs and Nesians
And good old Human Beings.

I'm the singer of this song
And if you want to sing along
You are more than welcome as you see

Cause everybody short or tall
Everybody big or small

Everybody anywhere at all
Is me

Hooray for me!

THE END